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ABSTRACT

This art guide, revised by the Maryland Cooperative Curriculum Service Center, is intended for the art specialist interested in developing the art curriculum in grades K-12. The purpose of the guide is to provide a strong, varied, sequential program that meets student needs. Through a variety of suggested activities such as creating certain art forms, using colors, taking field trips, comparing artists, examining art works, and conducting class discussion the student learns about art concepts. He demonstrates that he has acquired the concepts by performing to meet objectives stated in the guide. Levels K through seven, and eight through twelve constitute the two major divisions of the guide. The concepts, performance objectives, and suggested activities for levels K through seven are organized in terms of art elements (line, shape, color, texture, and form), each of which is treated separately. The organization for levels eight through twelve is established by different art areas (drawing, painting, sculpture, graphics, and crafts). A bibliography of recommended books, films, and filmstrips is provided. (Author/RM)

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COOPERATIVE CURRICULUM SERVICE CENTER
ESEA - Title III
Serving Caroline, Kent, Queen Anne's
and Talbot Counties

Concepts and Performance Objectives for an Art Program K - 12 (Second Revision)

William F. Gardner
Curriculum Resource Specialist
Fine Arts

Melvin A. Metzger, Project Director
Centreville, Maryland
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Committee Members Responsible for First Revision

Caroline County:

Mr. John Densmore
Mr. DeThorne Moore, Sr.
Mrs. Leah Warwick

Kent County:

Mr. John Hull
Mr. James Kopencey
Mr. Glenn Michael

Queen Anne's County:

Mr. James Holley
Mr. Harold Kniceley
Mrs. Ann Leadbetter

Talbot County:

Mr. Danny E. Carver
Mrs. Julie Walters
Miss Jennifer Wheeler

Committee Members Responsible for Second Revision

Caroline County:

Mr. John Densmore
Mr. DeThorne Moore, Sr.
Mrs. Leah Warwick

Kent County:

Mr. Glenn Michael
Mrs. Mary Metzger
Mr. Roy Rudasill

Queen Anne's County:

Mr. James Holley
Mr. Harold Knicely
Mrs. Sally Clark
Mrs. Iris Steele

Talbot County:

Mr. Danny E. Carver
Miss Jennifer Wheeler
Mr. John P. Barrett

Foreword

Under a Title III ESEA grant, the Cooperative Curriculum Service Center was established to serve four rural counties in Maryland. In a cooperative effort, Caroline, Kent, Queen Anne's, and Talbot Counties selected art education as one of the areas to receive attention in curriculum development.

The information contained in this bulletin was based on the guide, Concepts and Performance Objectives for an Art Program K-12 (First Revision), which was implemented in the Fall of 1970. A committee composed of art specialists representing each of the four counties was responsible for revising the art guide and developing this second revision.

This guide is intended for the art specialist and represents a step in the development of an art program based on concepts and performance objectives. It was developed through the efforts of many people anxious to improve and strengthen the role of art education.

William F. Gardner
Curriculum Resource Specialist
Fine Arts

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CONCEPTS

A number of concepts were identified as those which should remain in the mind of the student following a given art experience. Concepts concerning the art elements were organized by (1) the properties of the elements, (2) the manipulation of the element, and (3) the occurrance of the element in the environment. The information regarding the art areas was developed under four major categories: (1) the influence of cultures and environments, (2) the materials involved, (3) the quality of the composition in terms of art elements and design principles, and (4) self expression.

PERFORMANCE OBJECTIVES

The purpose of the objectives in this guide is to provide a strong, varied, sequential program that meets the needs of the pupil while avoiding the "hit or miss" approach so prevalent in many art activities. It is a step toward improving the specificity of many objectives previously associated with art education. Objectives which require that the student "understand", "appreciate", or "be aware of" certain aspects of art are not specific enough. The objectives offered in this bulletin are stated in terms of observable performances through which the student is able to demonstrate that he has acquired the concepts involved on the level indicated.

The performance objectives in this guide are minimum objectives that should be attained at the conclusion of a level of instruction. The student may go beyond the objectives for a specific level but the minimum objectives should be achieved in order to continue the sequential program.

The performance objectives are built around nine action verbs:

Identify
Distinguish
Construct
Demonstrate
Describe
Name
Order

State a rule
Apply a rule

Any performance required of the student is designated by one or more of these verbs. The verbs are considered to be synonymous to any other verbs that might be used. For example, a student who is asked to recognize an item is actually expected to identify it or to distinguish it from another item.

These objectives were developed to be used with all students regardless of their capabilities. Consideration was also given to the fact that not all art teachers have the same materials and equipment available to them. Objectives which allow for such a wide range of students and materials must depend upon the individual art teacher to adapt each objective to the local teaching situation. In many instances, the objective simply states what the student is expected to perform. The quality of the performance, the level of difficulty of the performance, and the materials and resources involved should be determined by the teacher.

Example: "Upon completion of level four, the student will be able to demonstrate a selective use of texture to relate to the familiar environment."

The objective could be achieved if short vertical brush strokes were utilized in painting a grassy area in a composition. However, if the student, is capable of performing on a much higher level, he should be expected to do much more. He might select bright bold textures to develop a gay festive mood.

The objectives in each level rely heavily on the progress involved in the previous levels. Although all objectives are not repeated at each level, the student should be able to perform all preceding objectives successfully.

Definitions of Action Verbs (Based on definitions of Dr. Henry Walbesser)

1) IDENTIFY - The individual selects or recognizes (by pointing to, touching, picking up, raising hand, or responding appropriately to) the correct object or event. This class of performance also includes selecting or recognizing object properties (such as rough or smooth) and kinds of changes (such as increases and decreases).

2) DISTINGUISH - Identify objects or events which are potentially confusable (square - rectangle) or when two contrasting identifications are involved (left - right).

3) CONSTRUCT - Generating a construction which identifies a designated object or set of conditions. The completed task is the major consideration.

4) DEMONSTRATE - Performing the operations necessary to the application of a rule or principle. The process is the major consideration.

5) DESCRIBE - Generating and naming all of the necessary categories of objects, object properties, or event properties, that are relevant to the description of a designated situation. The description is complete when there is a probability that any other individual is able to use the description to identify the object, properties, or event.

6) NAME - Supplying the correct name (orally or in written form) for a class of objects or events.

7) ORDER - Arranging two or more objects or events in proper order in accordance with a stated category.

8) STATE A RULE - Making a statement (orally or in written form) which conveys a rule or principle, including the names of the proper classes of objects or events in their correct order.

9) APPLY A RULE - Using a learned principle or rule to derive an answer to a question. The answer may be correct identification, the supplying of a name, or some other kind of response. The question is stated in such a way that the individual must employ a rational process to arrive at the answer.

INSTRUCTIONAL ACTIVITIES AND ASSESSMENT TASKS

The instruction that the student receives should be related to the concepts involved and provide for a logical progression toward the objectives. Upon completion of the instructional activities, the art student should then be given an assessment task that allows the teacher to observe whether or not the objective has been reached. It is also possible for an assessment task to be part of an instructional activity if, in completing the activity, the student exhibits the performance required.

Each art activity should be a stepping stone in reaching one or more predetermined objectives. The teacher should give consideration to the concepts and objectives as activities are planned.

An assessment task gives the student an opportunity to demonstrate his ability to perform the objective successfully. The required activity in an assessment task must relate to the activity described in the performance objective. For example, an objective requiring the student to "describe" an item must be assessed by an activity in which a description is given. An activity calling for an identification would not be consistent with the performance of describing.

ORGANIZATION

Levels K through seven and eight through twelve constitute the two major divisions utilized in this guide.

The concepts, objectives, and suggested activities for levels K through seven are organized in terms of art elements. Each element (line, shape, color, texture, and form) is treated separately and is preceded by the concepts related to that element. There is much overlapping, however, concerning what the student is expected to perform.

The organization for levels eight through twelve is established by different art areas. These areas (drawing, painting, sculpture, graphics, and crafts) are also preceded by an outline of the concepts involved and, as in the earlier levels, the required performances often relate different areas to one another.

RESOURCES

A section at the end of this guide is devoted to a limited list of books, films, and filmstrips which were recommended by the members of the Curriculum Committee. This list is by no means complete but may be helpful in obtaining information pertaining to the various concepts outlined in this bulletin.

ELEMENTS OF ART

Line - Line is an actual, virtual, or implied delineation having direction and length and may be straight or curved.

Actual line is a one-dimensional delineation which occupies space.

Virtual line is an illusion created by light factors and the position of one surface or shape adjacent to another surface or shape.

Implied line is an illusion created by visual movement.

Line may be manipulated to form symbols, define objects, create expressiveness, define spatial relationships, portray rhythm, dissect space, and indicate direction.

Line occurs in our environment. Man reacts to line as line, reacts to lines and reacts to total or specific environment.

Shape - Shape is a two-dimensional entity having length and width and defining positive and negative space. Shape can be defined by line or the contrast of color or texture. Shape may be stationary or kinetic.

Shape may be manipulated to identify a familiar object, denote importance through contrast, create expressiveness, indicate movement, create patterns, create illusionary form, indicate relative distance, convey rhythm, and alter the perception through color.

Shape occurs in our environment. Man reacts to shape as shape affects and reacts to total or specific environment.

Color - Color is defined in the scientific and pigment approaches.

The scientific approach is concerned with specific wave lengths in the visible spectrum producing specific colors. The color can be varied through the balance of wave lengths.

The pigment approach is concerned with the surface appearance produced by the reflection or absorption of light by the surface and contains the properties hue, value, and intensity.

Pigment approach -

Primary colors: red, yellow, blue
Secondary colors: green, violet, orange
Intermediate (tertiary) colors: red-orange, yellow-orange, yellow-green, blue-green, red-violet, blue-violet.

Value: (describes the lightness or darkness of a color)
Tints - refers to lightness of value by the addition of white.
Shades - refers to the darkness of value by the addition of black.
Tone - color reduced by the addition of other hues or gray.

Intensity: refers to the brightness or dullness of a color.

Transparent: allows light, shapes, and forms to pass through visually unaltered.

Translucent: allows light to pass through distortary shapes and forms.

Opaque: allows no light to pass through.

Color harmonies: Related Schemes - colors that occur close to one another on the color wheel.
Contrasting schemes - colors that are not close to one another on the color wheel.

Texture - Texture is the surface quality of an object which can be perceived through vision and/or touch.

Texture can be actual or represented.

Actual texture is three-dimensional and is perceived through vision and touch (tactile).

Represented texture is two-dimensional and is perceived through vision (visual).

Texture may be manipulated to create spatial relationships and expressiveness.

Texture occurs in our environment. Man reacts to texture as texture affects and reacts to total or specific environment.

Form - Form has length, width, depth, and volume (mass) - It may be real or illusionary. Form and illusionary form both define positive and negative space and may be stationary or kinetic.

Form is three-dimensional, has weight, and occupies space.

Illusionary form is two-dimensional and appears to have the properties of actual form. It is created by perspective and the art elements.

Form may be functional or non-functional; geometric or free; have color, texture, and pattern; be flat, convex, or concave.

Form occurs in our environment. Man reacts to form as form affects and reacts to total or specific environment.

PRINCIPLES OF DESIGN[1]

The principles of design are the result of man's awareness and understanding of his environment and his relationship to it. Through experience and intuition, the artist attempts to establish unity by means of balance, movement, and variety. These principles, which have become guides for the artist and observer, are derived from man's desire to reveal order in his environment. They may be applied in part or in total within the context of life experiences, and they may change as man's understanding changes.

Balance refers to the visual or implied equality of like or unlike elements or forces.

Symmetry is formal balance.

Asymmetry is informal balance.

Movement refers to a means of leading the eye from one area to another in a work of art. It denotes direction or force.

Rhythm is continuous, periodic, or alternating repetition of the elements.

Transition is a connecting interaction between two areas.

Repetition is the structured recurrence of elements.

Tension is the visual imposition of stress.

Radiation is the sense of expansion.

Variety refers to elements and/or forces of different characteristics and qualities.

Emphasis is the domination of one or more forces of elements.

Subordination is the de-emphasis of one or more forces or elements.

[1]Curriculum Design - Institutional Level, Montgomery County Public Schools, Rockville, Maryland, 1968, p. 14.

Contrast is a degree of difference in the characteristics or qualities of forces or elements.

Unity is the harmonious interrelationship of elements and interaction of balance, movement, and variety producing a total statement.

IMPLEMENTATION

This guide represents the second revision of a conceptual art curriculum based on performance objectives. It is important that the art teacher maintain a record concerning the use of the guide in order to facilitate future revisions.

Concepts - The concepts should be evaluated in terms of relevance, placement, and omissions. All instruction and art activities should be directed toward one or more concepts selected for a given lesson or unit.

Performance Objectives - Since it cannot be assumed that the student has previously progressed through all aspects of the sequential art program in the earlier levels, the art teacher should first determine which objectives the student is capable of performing. This can be done through observations, discussions with the students, evaluating past achievements, and assessment tasks. Once the student is evaluated in terms of his ability to perform the objectives, it is necessary only to progress through the objectives to reach the desired level.

Suggested Activities - The suggested activities in the guide are merely ideas for activities that may lead to the successful performance of an objective. The teacher should decide upon the activities most beneficial to the student in acquiring the concepts involved.

As activities are planned, the teacher should be aware of concepts and objectives which overlap or may be related. It is possible to develop an instructional activity which will direct the student toward a number of concepts and objectives concerning two or more art elements or art areas.

All performance objectives are preceded by:

Upon completion of level _____,
the student will be able to .....

LINE

LINE

CONCEPTS

A. Line has properties
   1. Actual line - a man-made means of delineation
      a. occupies space
      b. has length
         (i) continuous
         (ii) terminating
      c. has width
         (i) constant
         (ii) varying
      d. may be straight
      e. may be curved
      f. may have texture
      g. may have color
      h. has direction
         (i) straight
             (a) horizontal
             (b) vertical
             (c) oblique
         (ii) varying
             (a) curving
             (b) angular
      i. actual line may be created from a variety of media

   2. Virtual line - an illusion created by light factors and the position of one surface adjacent to another surface or shape.
      a. has length
         (i) continuous
         (ii) terminating
      b. may be straight
      c. may be curved

d. has direction
   (i) straight
      (a) horizontal
      (b) vertical
      (c) oblique
   (ii) varying
      (a) curving
      (b) angular
e. A variety of shape or surfaces may create virtual lines

3. Implied line - the illusion of a line created by the visual movement from point to point.
   a. has length
      (i) continuous
      (ii) terminating
   b. may be straight
   c. may be curved
   d. has direction
      (i) straight
         (a) horizontal
         (b) vertical
         (c) oblique
      (ii) varying
         (a) curving
         (b) angular

B. Line can be manipulated
   1. The properties and positions of lines define the spatial relationships
      a. connecting points
      b. creating illusionary form
      c. creating shape
      d. creating represented texture
      e. creating value changes
      f. defining boundaries - overlapping
      g. linear perspective
         (i) vanishing point
         (ii) parallel

2. Line affects and interacts with itself and the other art elements and with the principles of design.
   a. art elements
      (i) line
      (ii) shape
      (iii) color
      (iv) texture
      (v) form
   b. principles of design
      (i) balance
      (ii) movement
      (iii) variety
      (iv) unity

3. Line can be expressive
   a. line can be used and interpreted differently to convey moods, feelings, and emotions
   b. line is influenced by environment
   c. line can be perceived similarly and differently by individuals

C. Line occurs in environment
1. Line may be functional or non-functional
2. Line can be found in nature and man-made objects
3. Line can affect man's behavior
4. Cultural patterns can dictate the use of lines
5. Cultural patterns can dictate the interpretation of lines
6. Lines can be affected by total environment
7. Lines can be perceived similarly and differently by individuals
8. Light affects the perception of line

LINE

LEVEL K

Concepts	Performance Objectives	Suggested Activities
1. Line has properties: Actual line - - may be straight line has direction - may be curved.	1. Distinguish between curved and straight lines. Identify the direction of straight lines.	1. Feeling straight objects and curved objects and incorporating that type of line in drawing. Naming the different straight and curved objects in environment. Discussing the different lines in a child's line drawing. Relating straight and curved lines to body movement and games.
2. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings, and emotions.	2. Demonstrate the use of lines in making creative drawings. Demonstrate the use of lines that convey sadness, anger, happiness, etc.	2. Draw lines to music that best express the mood of the music. Cutting and pasting to create happy and sad faces. Grouping "happy" lines and "sad" lines.

Level K

Line

Concepts	Performance Objectives	Suggested Activities
3. Line has properties: Actual line - -may have color Line can be manipulated: Line affects and interacts with color. Line affects and interacts with unity.	3. Demonstrate using a variety of colors in creating lines.	3. Free expression drawing - scribbling. Fingerpainting. Demonstrate that lines may fill up the pictorial space. Rubbing crayon on paper placed over a string which has been arranged in a creative design.
4. Line has properties: Actual line - may be created from a variety of media.	4. Demonstrate using a variety of media to create lines.	4. String painting. "Q-tip" painting Crayon
5. Line can be manipulated: The properties and positions of lines define the spatial relationships - connecting points.	5. Demonstrate connecting points with lines.	5. Creating designs by placing dots on paper and then connecting them with line. Looking at a simple road map, tracing roads with the finger.
6. Line can be manipulated: The properties and positions of lines define the spatial relationships - creating shapes. Line affects and interacts with itself and shape.	6. Demonstrate that a line meeting with itself creates a shape.	6. Drawing symbols representing people, homes, etc. Free expression Drawing - scribbling Utilizing string dipped in paint to form design.

Concepts	Performance Objectives	Suggested Activities
		Looking at toys to see how lines define each object.
7. Line can be manipulated: Line affects and interacts with itself.	7. Demonstrate that lines can be combined with other lines.	7. Making creative drawings to music. Finding combinations of lines in surroundings such as telephone poles and wires.
8. Line occurs in environment: Line can affect man's behavior.	8. Identify ways that lines can affect his behavior.	8. Talking about "waiting in line". Making paintings or drawings about "waiting in line". Finding lines that determine our directions in walking or driving.

LINE

LEVEL I

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Line has properties: Actual line - has length, *-constant *-varying.	1. Demonstrate that line can be continuous or broken.	1. Experimenting with body movement. Drawing on chalkboard moving the chalk as the body moves. Utilizing multi-colored lines. Painting by moving a string dipped in paint. Decorating a box with colored straws of different lengths. Sponge Painting
2. Line has properties: Actual line - *- has width has direction.	2. Distinguish between thick and thin lines and direction of lines.	2. Drawing with sides and tips of crayon and chalk to discover difference. Identifying objects that are thick and those that are thin. Feeling and drawing objects which go in a horizontal direction (table top) and those going in a vertical direction (table legs).

Concepts	Performance Objectives	Suggested Activities
		Decorating a can with strings of different lengths, textures and colors.
3. Line can be manipulated: Line can be expressive - *Line can be perceived similarly and differently by individuals.	3. Identify the relationship of line in his work to the works of others.	3. Discussing the drawings or paintings of classmates.
4. Line occurs in environment: *Line can be found in nature and man-made objects.	4. Identify lines in nature and in man-made objects.	4. Finding curved and straight lines in the classroom. Pointing out lines and moving along them. Finding straight and curved lines outdoors. Creating environmental art in room - stretching string, tape, pasting colored lines, in unusual places causing students to react to the activity by walking around it, bending, stooping, etc.
5. Line occurs in environment: *Lines can be perceived similarly and differently by individuals.	5. Identify line as a visual element in the work of well-known artists.	5. Discussing selected works of such artists as Matisse, Roualt, and Klee.

Level I

Line

Concepts	Performance Objectives	Suggested Activities
6. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings, and emotions.	6. Demonstrate mood through line.	6. Drawing to music (loud and soft). Creating with pipe cleaners. Drawing self-portraits depicting happiness or sadness. Ordering pictures of moods. Decorating a box with paint drippings.
7. Line can be manipulated: *Line affects and interacts with the principle of design unity.	7. Demonstrate how lines can be balanced (thick lines with thin lines).	7. Fold paper and draw lines on each side so they balance with each other.

LINE

LEVEL II

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Line has properties: Actual line - has direction, - straight (horizontal, vertical, oblique). Line can be manipulated: *Line affects and interacts with itself and the principles of design variety.	1. Construct elementary geometric symbols through line.	1. Finding geometric symbols in everyday objects. Tracing around geometric objects, cutting out and use in a creative design. Using pieces of yarn or string on paper to form shapes and gluing them down. Making a cover for a telephone book with this suggested activity. Covering a large gallon can with this finished product to make a waste paper basket.
2. Line has properties: Actual line - has direction, - varying (curving, angular).	2. Demonstrate using curving and angular lines in creative drawings.	2. Making drawings of everyday activities and finding the different lines used. Following lines on pictures with fingers. Make 3 or 4 of these drawings on white construction paper, cut in shapes, making a mobile.

Level II

Line

Concepts	Performance Objectives	Suggested Activities
3. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey mood, feelings, and emotions.	3. Identify moods and feelings created by line.	3. Talking about pictures and paintings using lines to emphasize mood. Discussing drawings made to music. Making finger puppets. Making musical instruments and decorating them according to the sounds that they may suggest.
4. Line can be manipulated: Line can be expressive - Line can be perceived similarly and differently by individuals.	4. Identify the relationship of line in his work to the works of others. Identify lines in master paintings that depict action, tranquility, etc.	4. Discussing the drawings or paintings of classmates. Finding similarities between the child's work and the works of artists.

LINE

LEVEL III

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Line has properties: *Virtual line - A variety of shapes or surfaces may create virtual lines.	1. Identify line created by adjacent shapes.	1. Pointing out and following along with a finger the line created by adjacent shapes in creative compositions. Creating a picture that might be seen from an airplane. Using colored tissue paper paste overlapping stripes on a box or can or glass jar - making a pencil holder or similar object.
2. Line occurs in environment: Line can be found in nature and man-made objects.	2. Identify line as a visual element in familiar environment.	2. Taking a walk and pointing out the lines seen. Drawing certain lines on the chalkboard and finding these same lines in the environment. Making one aware of environmental lines by wrapping a tree in paper, tying rope or string or other materials on to one environment - In other words, enhancing, or changing lines in environment - outlining a ball diamond or grassy area.

Concepts	Performance Objectives	Suggested Activities
3. Line can be manipulated: *Line affects and interacts with itself and the principle of design movement.	3. a. Demonstrate that line can create movement.	3. a. Drawing or painting compositions which incorporate figures involved in an activity. Developing a mural which shows a progression ("The School Day"). Making a kite out of a drawing or magazine collage of figures involved in activity - noticing the effect the height has on your work of art.
	b. Demonstrate the use of line to create pattern.	b. Repeating lines to create textures (grass, bricks) and shapes (cracks in sidewalks). Drawings of group activities ("Basketball Game", "Circus"). Printing with gadgets. Gluing macaroni on cardboard to make a realistic design. Printing with a stryofoam "plate" which has been stressed to stimulate texture.

Concepts	Performance Objectives	Suggested Activities
	c. Demonstrate that lines can radiate from a point to convey movement.	c. Draw objects from nature that show points of radiation.
4. Line can be manipulated: *Line affects and interacts with texture.	4. Demonstrate creating texture through line.	4. Painting with sponges. Drawing the familiar environment. Making a different texture for each shape in a composition. Making textbook covers with sponge paintings.
5. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings and emotions.	5. Identify "moods" of master paintings.	5. Drawing sad and happy clown faces.

LINE

LEVEL IV

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Line has properties: Virtual line.	1. Identify a variety of virtual lines.	1. Locating and pointing out lines in nature. Drawing the familiar environment and pointing out in nature the lines used to represent objects. Drawing on foil with pencils and antiquing the results and frame on cardboard.
2. Line can be manipulated: Line affects and interacts with the principle of design variety.	2. Demonstrate using continuous, terminating, straight, curved, and directional lines (actual and virtual) in creating art forms.	2. Painting with string dipped in paint. Painting by putting a drop of thin paint on paper and blowing on it through a straw. Printing with a painted string.
3. Lines can be manipulated: Line can be expressive - *Line is influenced by environment.	3. Describe how lines are influenced by environment.	3. Discussing when lines are easy and difficult to see. Talking about the changes that take place during different seasons (small branches of trees easily seen in winter.)

Concepts	Performance Objectives	Suggested Activities
		Making a table centerpiece using a winter branch (fastened to a stand) decorated with objects of color, changeable with the seasons.
4. Line occurs in environment: *Line may be functional or non-functional.	4. Distinguish between functional and non-functional lines.	4. Discussing lines which have a purpose (telephone wires) and lines which do not (grooves in wood for decoration.) Locating functional and decorative lines in an architectural structure. Making objects from driftwood. Making found objects into functional objects - doll furniture, wall hangings, table centerpiece.
5. Line can be manipulated: The properties and positions of lines define the spatial relationships - *defining boundaries, *overlapping.	5. Demonstrate the use of line to create spatial relationships.	5. Overlapping shapes by tracing (snowflakes, fish). Creating radiating designs. Emphasizing "big" or "little" in drawings or paintings. Making a bracelet from a tuna fish can by overlapping and pasting textured cloth, beads, strings etc. onto surface, shellacing the finished product.

Concepts	Performance Objectives	Suggested Activities
6. Line can be manipulated: The properties and positions of lines define the spatial relationships - creating shape. Line affects and interacts with shape.	6. Demonstrate using line to construct similar shapes of different proportions.	6. Painting or drawing a group of similar shapes (trees, houses) emphasizing size (tall, skinny, fat, big, little, low, high). Drawing "My Family". Making a diagram of "My Family".
7. Line can be manipulated: The properties and positions of lines define the spatial relationships - *creating represented texture.	7. Demonstrate using repetition of same or similar lines to create patterns that represent different textures.	7. Feeling objects and drawing how they feel. Working with crayon etching. Stitching a design on a styrofoam meat tray.
8. Line can be manipulated: The properties and positions of lines define the spatial relationships - creating shape.	8. Demonstrate using contour line in drawing.	8. Feeling the edge of an object and drawing the "line" felt. Making designs based on hand tracings.
9. Line has properties: Actual line - may be created from a variety of media. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings, and emotions.	9. Demonstrate using a variety of tools to produce lines in creative art work.	9. Working with crayon etching. Fingerpainting. Drawing with glue and sprinkling powdered tempera over it.

LINE

LEVEL V

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Line can be manipulated: The properties and positions of lines define the spatial relationships - *creating value changes.	1. Identify lines used to create value changes.	1. Discussing drawings by artists. Examining newspaper photographs with a magnifying glass. Filling in shapes with lines - Lines close together in some shapes and farther apart in others. Making Op Art drawings on cubes made from cardboard.
2. Line can be manipulated: The properties and positions of lines define the spatial relationships - *creating illusionary form.	2. Distinguish between illusionary form and shapes.	2. Discussing paintings and drawings incorporating linear perspective. Comparing an actual object with a drawing of that object. Making a drawing from a previously made form done in paper mache'.

Concepts	Performance Objectives	Suggested Activities
3. Line can be manipulated: The properties and positions of lines define the spatial relationships - creating represented texture.	3. Construct represented textures.	3. Printing or painting with sponges. Drawing figures dressed according to certain weather conditions. Drawing or painting pictures of the familiar environment.
4. Line has properties: Implied line - has length, may be straight, may be curved, has direction.	4. a. Identify implied line. b. Demonstrate using straight and curved implied line of varying lengths and directions in an art form.	4. a. Pointing out where the eye is lead in paintings and drawings. b. Locating where the eye is lead in drawings or paintings produced by the student. Making Christmas ornaments with straws or toothpicks.
5. Line can be manipulated: Line affects and interacts with the principles of design - *balance, movement, variety.	5. a. Identify balance, movement, and variety in the works of well-known artists. b. Identify balance, movement, and variety in familiar environment.	5. a. Discussing selected works of known artists. b. Taking a field trip and discussing movement in nature. Pointing out balance in the design of architectual structures. Discussing why variety is needed and how it occurs.

Concepts	Performance Objectives	Suggested Activities
6. Line occurs in environment: *Light affects the perception of line.	6. Identify and describe light changing the perception of line.	6. Discussing when lines are easy or difficult to see and what causes this. Using a three-dimensional string sculpture and a variety of lighting effects to point out changes.
7. Line can be manipulated: The properties and positions of lines define the spatial relationships - creating shapes.	7. Demonstrate using line to depict size relationships.	7. Utilizing subject matter which lends itself to a variety of objects of different sizes (groups of buildings, cars, trees).
8. Line can be manipulated: Line affects and interacts with the principle of design unity.	8. Describe the achievement of unity in a work of art.	8. Discussing compositions which have a line that does not belong. Discussing works of well-known artists in terms of everything "belonging" and "working together".
9. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings, and emotions. Line can be perceived similarly and differently by individuals.	9. Identify the expressive qualities created by line in the works of well-known artists.	9. Talking about how a picture makes one "feel" and the causes. Pointing out the dominant type of line used in a work and how it relates to the feeling conveyed.

Level V

Line

Concepts	Performance Objectives	Suggested Activities
10. Line can be manipulated: Line affects and interacts with itself and with the other art elements and with the principles of design.	10. Demonstrate unity through the use of line in relation to the elements of art and balance, movement, and variety.	10. Using yarn and string and moving them around to achieve a pleasing composition before glueing. Drawing or painting conversations of the familiar environment. Decorating a tray (plastic meat trays) with string, paint, beads.

LINE

LEVEL VI

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Line can be manipulated: The properties and positions of lines define the spatial relationships - *linear perspective: - vanishing point - parallel.	1. Apply the rules of perspective on the level he feels is necessary to express his ideas.	1. Utilizing subject matter which lends itself to perspective (city shapes,,road scenes, etc.)
2. Line can be manipulated: Line affects and interacts with the principle of design unity.	2. Demonstrate using a variety of lines to achieve unity in a composition.	2. Combining lines to achieve a specific mood or feeling in a drawing. Experiment with lines in wood burning crafts, making trays, wall hangings, etc. Weaving on burlap with yarn.
3. Line can be manipulated: Line affects and interacts with the principle of design variety. Line has properties: Actual line - may be created from a variety of media.	3. Demonstrate controlling a variety of lines to make creative drawings in a variety of media.	3. Painting and drawing with a variety of materials and utilizing a variety of subject matter.

Level VI

Line

Concepts	Performance Objectives	Suggested Activities
4. Line can be manipulated: Line affects and interacts with texture.	4. Demonstrate the selective use of line to create textures and/or effects.	4. Working with crayon etching. Printing with hard and soft objects.
5. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings, and emotions.	5. Demonstrate the expressive qualities of line.	5. Making use of different colors in lines for different effects.
6. Line has properties: Actual line - Virtual line.	6. Distinguish between actual and virtual line.	6. Utilizing nature and familiar environment as subject matter and feeling the "lines" in the environment before and after employing them in the art work. Experimenting with environmental art by actually adding lines to nature with string, tape, paper, etc.

LINE

LEVEL VII

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Line has properties: Actual line - may be created from a variety of media. Line can be manipulated: Line affects and interacts with the principles of design - balance, variety, unity.	1. Demonstrate using a variety of media to create balance, variety, and unity in creative line drawings.	1. Observing and discussing art work employing balance, variety, and unity prior to making drawings. Organizing soda straws on a paper surface to achieve variety, balance, and unity prior to gluing. Utilizing a variety of media in making creative line drawings. Experimenting with wood burning, and color, string. Making trays, coasters, plaques, lamps, etc.
2. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings, and emotions.	2. Construct creative line drawings using the expressive qualities of line.	2. Selecting a mood or feeling and creating it through line in a drawing or painting.

Concepts	Performance Objectives	Suggested Activities
3. Line can be manipulated: Line affects and interacts with itself and the other art elements and with the principles of design.	3. Describe and demonstrate the interaction of line with itself and the other art elements to create unity through balance, movement, and variety.	3. Describing the use of line in his own work.
4. Line can be manipulated: Line can be expressive - Line can be used and interpreted differently to convey moods, feelings, and emotions. Line can be perceived similarly and differently by individuals.	4. Identify and/or demonstrate exaggeration and simplicity in line drawings.	4. Creating caricatures. Creating drawings of imaginary animals. Drawing figures in action during a short period of time. Emphasizing the direction of objects in line drawings.
5. Lines can be manipulated: The properties and positions of lines define the spatial relationships - linear perspective, - vanishing point.	5. State and/or apply the rules of one vanishing point perspective.	5. Discussing how an artist can show distance on a flat surface. Using string or yarn to experiment with perspective on a flat surface.

Level VII

Line

Concepts	Performance Objectives	Suggested Activities
6. Line has properties: Actual line Virtual line.	6. a. Construct compositions employing actual and virtual lines. b. Distinguish between actual and virtual lines in compositions he has constructed.	6. a. Painting compositions using a variety of subject matter, colors, and textures. b. Pointing out lines that he drew and lines that just "appeared" after he had made certain shapes or applied colors and textures.

SHAPE

SHAPE

CONCEPTS

A. Shape has properties
   1. Shape occupies space (two-dimensional)
      a. shape has length and width
      b. shape is geometric or free (amorphous)
      c. shape can be created from a variety of media
      d. shapes define positive and negative space
         (i) positive - occupied space
         (ii) negative - unoccupied space
      e. shape has texture
         (i) actual
         (ii) represented
      f. shape may have color
      g. shape may be stationary or kinetic
      h. shape is created by line (virtual, actual, and implied)

   2. Shape can create illusionary form (see Form A. 2.)

B. Shape can be manipulated
   1. The properties and positions of shapes define the spatial relationships
      a. size variation
      b. overlapping
      c. use of color
      d. use of texture
      e. creating illusionary form
         (i) aerial perspective
         (ii) linear perspective

2. Shape affects and interacts with itself and the other art elements and with the principles of design.
   a. art elements
      (i) shape
      (ii) line
      (iii) color
      (iv) texture
      (v) form
   b. principles of design
      (i) balance
      (ii) movement
      (iii) variety
      (iv) unity

3. Shape can be expressive
   a. shape can be used and interpreted differently to convey moods, feelings, and emotions.
   b. shape is influenced by environment
   c. shape can be perceived similarly and differently by individuals

C. Shape occurs in environment
   1. Shape may be functional or non-functional

   2. Shape can be found in nature and man-made objects

   3. Shape can affect man's behavior

   4. Cultural patterns can dictate the use of shape

   5. Cultural patterns can dictate the interpretation of shape

   6. Shape can be affected by total environment

   7. Shape can be perceived similarly and differently by individuals

   8. Light affects the perception of shape

SHAPE

LEVEL K

Concepts	Performance Objectives	Suggested Activities
1. Shape has properties: Shape occupies space (2-D)- shape has length and width.	1. Distinguish between length and width in shapes.	1. Describing shapes as tall, skinny, short, fat, etc. Cutting paper shapes (large and small) and creating designs.
2. Shape has properties: Shape occupies space (2-D)- shape is geometric or free (anorphous).	2. a. Distinguish between basic geometric and anorphous shapes.	2. a. Pointing out shapes that occur in different objects and pointing out shapes that cannot be found in different objects. Drawing shapes with eyes closed and comparing with shapes drawn with eyes open.
	b. Name basic geometric shapes.	b. Using student art work naming and reacting to basic shapes.
3. Shape has properties: Shape occupies space (2-D)- Shape can be created fron a variety of media.	3. Demonstrate creating shapes from a variety of media.	3. Tearing and cutting shapes. Drawing and painting shapes with a variety of media using a variety of subject matter.

Concepts	Performance Objectives	Suggested Activities
4. Shape has properties: Shape occupies space (2-D)- Shape may have color.	4. Demonstrate the use of color to create shapes.	4. Creating shapes with paint or crayon without first drawing the shape.
5. Shape has properties: Shape occupies space (2-D)- Shape is created by line.	5. Construct shapes through the use of line.	5. Gluing small strips of construction paper to create shapes. Drawing through a variety of media. Printing with sticks.
6. Shape can be manipulated: Shape affects and interacts with itself.	6. Demonstrate combining shapes with other shapes.	6. Making a creative line drawing and tearing or cutting out shapes to be organized into the composition. Printing with gadgets.
7. Shape can be manipulated: Shape affects and interacts with itself and line.	7. Demonstrate combining shapes with lines.	7. Cutting or tearing shapes and gluing them into a composition; using crayon or paint to apply lines to the composition. Outlining a sponge painting by gluing on yarn.

Level K

Shape

Concepts	Performance Objectives	Suggested Activities
8. Shape can be manipulated: Shape affects and interacts with itself and color.	8. Demonstrate combining shapes with colors.	8. Cutting out shapes of various sizes, coloring each one differently, gluing the shapes onto backing paper to create a composition.
9. Shape can be manipulated: Shape affects and interacts with itself and the principle of design movement.	9. Identify movement (direction) in shapes.	9. Pointing out the direction various shapes lead the eye.
10. Shape can be manipulated: Shape affects and interacts with itself and the principle of design variety.	10. Distinguish between different shapes and sizes.	10. Selecting from a large group of a variety of pre-cut shapes of various sizes; combining them into a composition without using the same size of the same shape and using the different shapes.
11. Shape can be manipulated: Shape can be expressive - shape can be perceived similarly and differently by individuals. Shape occurs in environment: Shape can be perceived similarly and differently by individuals.	11. a. Name a variety of objects that different shapes can represent.	11. a. Holding up a shape and discussing what the shape could be.
	b. Describe how the same shape can represent different objects.	b. Telling why a shape makes one think of certain objects.
	c. Demonstrate that shapes can have different meanings.	c. Pointing out shapes which makes one think of emotions, e.g., happy, sad, angry, etc.

Level K

Shape

Concepts	Performance Objectives	Suggested Activities
12. Shape occurs in environment: Shape can be found in nature and man-made objects.	12. Identify man-made shapes.	12. Discussing the differences between the shapes outdoors and those found indoors. Pointing out some differences between natural and man-made shapes. Pointing out shapes in nature that have been repeated in man-made shapes.
13. Shape can be manipulated: The properties and positions of shapes define the spatial relationships.	13. Demonstrate using shapes to show depth.	13. a. Tearing or cutting shapes in decreasing size from larger to smaller. b. Overlapping shapes to show different relations.

SHAPE

LEVEL I

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Shape has properties: Shape occupies space (2-D)- shape is geometric or free (anorphous).	1. a. Construct geometric and anorphous shapes.	1. a. Applying watercolor on wet paper and cutting out geometric shapes from the painting (these shapes could then be combined in a composition). Creating shapes by folding paper onto which paint has been dropped. Making trays (styrofoam meat trays)
	b. Distinguish between geometric and anorphous shapes.	b. Display a series of photographed anorphous shapes (trees, clouds, leaves, plants, etc.). Construct geometric shapes that they suggest. Fit the geometric shapes over the anorphous shapes.

Concepts	Performance Objectives	Suggested Activities
2. Shape has properties: Shape occupies space (2-D)- •shape can be created from a variety of media.	2. Construct creative art forms from shapes utilizing a variety of media.	2. Creating, through a variety of media, drawings and paintings relating to the social environment. Making mobiles.
3. Shape can be manipulated: Shape can be expressive - •shape can be used and interpreted differently to convey moods.	3. a. Identify moods conveyed in a variety of shapes. b. Construct shapes which convey moods. c. Construct shapes which convey the idea of size and weight.	3. a. Talking about how a shape "must feel" according to its appearance. b. Creating drawings or paintings which depict a "Happy Day", "Dreary Day", etc. c. Cutting, tearing, drawing shapes which show fatness, thinness, lightness, etc.
4. Shape can be manipulated: •Shape effects and interacts with form.	4. Identify shapes which create recognizable forms.	4. Pointing out shapes within forms in the familiar environment.
5. Shape can be manipulated: Shape can be expressive - shape can be perceived similarly and differently by individuals.	5. Demonstrate creating a variety of objects from the same basic shape.	5. Finding shapes in objects in familiar environment and relating them to drawings and paintings.

Level I

Shape

Concepts	Performance Objectives	Suggested Activities
6. Shape occurs in environment: Shape can be found in nature and man-made objects. Shape can be manipulated: Shape can be expressive - shape can be perceived similarly and differently by individuals. Shape affects and interacts with itself and the other art elements and with the principles of design.	6. Identify shapes in student works and in those of well-known artists.	6. Comparing similarities and differences in student works and in the works of well-known artists. Finding identical and similar shapes in various compositions.

SHAPE

LEVEL II

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Shape has properties: Shape occupies space (2-D)- *Shapes define positive and negative space.	1. Identify positive and negative space through the use of shapes.	1. Using body movements to visualize negative and positive space.
2. Shape has properties: Shape occupies space (2-D)- *shape has texture, - actual.	2. Identify the surface quality of shapes through sight and touch.	2. Making a collage using a variety of actual and represented textures. Making a representational picture utilizing actual materials for some textures (sand for beach, pebbles for stones, grass for grass, pieces of bark for trees, etc.).
3. Shape can be manipulated: *Shape affects and interacts with the principle of design balance.	3. Construct and distinguish between balanced and unbalanced compositions through the use of shapes.	3. Arranging shapes on a background and discussing the arrangement before gluing. Utilizing a flannel board and a variety of shapes and colors to experiment and discuss composition.

Level II

Shape

Concepts	Performance Objectives	Suggested Activities
4. Shape can be manipulated: Shape affects and interacts with itself and with the principle of design variety.	4. Demonstrate utilizing variations in sizes of shape to indicate emphasis, subordination, and contrast.	4. Drawing and painting compositions which utilize one control theme or object. Drawing from nature (field trips).
5. Shape can be manipulated: Shape affects and interacts with the principle of design movement.	5. Demonstrate using geometric and anorphous shapes to create patterns (repetition) through a variety of media.	5. Printing with gadgets, clay shapes and styrofoam shapes.
6. Shape can be manipulated: Shape affects and interacts with color.	6. Identify changes in the perception of shape that occur through the use of color.	6. Discussing the use of bright colors to attract attention (signs, warning light, etc.) and utilizing them in a painting. Verbalizing about the work of classmates (what shapes do you see first, why?).
7. Shape occurs in environment: Shape can be found in nature and man-made objects. Shape can be manipulated: Shape affects and interacts with itself and the other art elements and with the principles of design.	7. Identify shape as a visual element in student works and in those of well-known artists.	7. Discussing the selected works of artists which depict 2-D shapes and 3-D illusionary forms. Finding and discussing the shapes in compositions by Jackson Wollack and using the shapes in a creative art form.

Concepts	Performance Objectives	Suggested Activities
7. continued Shape can be expressive - shape can be perceived similarly and differently by individuals.		
8. Shape occurs in environment: *Shape may be functional or non-functional.	8. Identify and construct functional shapes.	8. Pointing out functional shapes in familiar environment. Using selected shapes to make signs for the classroom (one-way, stop, yield, etc.).
9. Shape occurs in environment: *Shape can affect man's behavior.	9. Identify shapes that can affect man's behavior.	9. Pointing out shapes that affect behavior on a walk or field trips. Making a composition incorporating shapes that affect man's behavior.
10. Shape can be manipulated: The properties and positions of shapes define the spatial relationships - *size variation, *overlapping.	10. Construct a composition utilizing overlapping and a variety of sizes of shapes.	10. Using subject matter which levels itself to overlapping and size variation of shapes (groups of similar shapes - houses, cars, people, boats, at the dock, etc.).

Concepts	Performance Objectives	Suggested Activities
		Creating compositions based on a group of inanimate objects-flowers, containers, fruit.
11. Shape can be manipulated: Shape can be expressive - *shape can be used and interpreted differently to convey moods, feelings, and emotions.	11. a. Identify shapes which convey similar moods. b. Distinguish among shapes which convey moods, feelings, and emotions.	11. a. Verbalizing about paintings which convey definite moods. b. Being presented with a number of shapes that students may give a name to, designating the feeling conveyed by the shape.

SHAPE

LEVEL III

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Shape has properties: Shape occupies space (2-D)- shape has texture, shape may have color. Shape can be manipulated: Shape affects and interacts with color and texture. Shape can be expressive - Shape can be perceived similarly and differently by individuals.	1. Identify and describe changes in the perception of shape that occur through color and texture.	1. Creating collages utilizing materials of different textures and colors and color combinations. Applying a variety of materials to dress a drawn figure and verbalizing about how the textures and colors of the clothes can depict the mood of the figure.
2. Shape can be manipulated: Shape can be expressive - *shape is influenced by environment. Shape occurs in environment: Shape may be functional or non-functional. Shape can be found in nature and man-made objects.	2. Identify the use of shape as a visual element in familiar environment.	2. Observing nature and creating pictures in terms of shape.

Level III

Concepts	Performance Objectives	Suggested Activities
3. Shape occurs in environment: *Cultural patterns can dictate the use of shape. *Cultural patterns can dictate the interpretation of shape.	3. Identify shapes that are associated with patterns of living (home, community).	3. Collecting pictures of homes and interiors depicting different ways of life; arranging them on a bulletin board and discussing the way of life in each home and what shapes are dominant.
4. Shape has properties: Shape occupies space - spaces define positive and negative space.	4. Demonstrate creating positive and negative space through the use of shapes.	4. Making stencil designs and applying with chalk or crayon using both the positive and negative image. Constructing a design by cutting and expanding shapes then gluing on a background.
5. Shape can be manipulated: Shape affects and interacts with the principle of design movement.	5. Demonstrate movement (rhythm) through shapes in a variety of media.	5. Drawing or painting figures emphasizing the directions of figures. Arranging a bulletin board utilizing shapes to lead the eye to the center of interest. Cutting shapes that convey a certain movement or stability.

Level III

Shape

Concepts	Performance Objectives	Suggested Activities
6. Shape occurs in environment: Shape may be functional or non-functional.	6. Identify and construct non-functional shapes.	6. Arranging a large composition of cut and torn shapes on the bulletin board. Pointing out non-functional shapes in the familiar environment.
7. Shape can be manipulated: Shape can be expressive - shape can be used and interpreted differently to convey moods.	7. a. Construct shapes which convey similar moods. b. Identify shapes in his own work, or the work of others, which show qualities of various moods, feelings, or emotions (strength, excitement, quiet, peacefulness, etc.).	7. a. Choosing a specific mood and creating and organizing shapes to convey that mood or feeling. b. Locating similar shapes in art work that are used differently to convey different feelings.

SHAPE

LEVEL IV

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Shape has properties: Shape occupies space (2-D)- shape has texture, *represented - actual.	1. Distinguish between actual and represented texture on shapes.	1. Selecting from a variety of actual textures and representing them in paintings or drawings. Creating a collage in which represented and actual textures are combined.
2. Shape can be manipulated: The properties and positions of shapes define the spatial relationships - size variations, overlapping, *use of color.	2. Demonstrate the use of size variation, overlapping and use of color to create spatial relationships.	2. Creating city scenes through a variety of media. Creating a mural of the community. Creating compositions which utilize repetition of shape (parade, football team).
3. Shape occurs in environment: *Shape can be affected by total environment.	3. Identify and describe the use of shape as a visual element in environment.	3. Comparing different shapes found in the familiar environment. Creating compositions based on the shapes observed in the familiar environment.

Concepts	Performance Objectives	Suggested Activities
		Creating a composition composed entirely of geometric shapes (city scene, the farm, auto race).
4. Shape has properties: *Shape can create illusionary form.	4. a. Identify the use of shape to create illusionary form.	4. a. Drawing shapes on the chalkboard and adding other lines to create additional shapes and illusionary form.
	b. Describe spatial quality of illusionary form.	b. Pointing out shapes in compositions employing illusionary form.

SHAPE

LEVEL V

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Shape can be manipulated: Shape affects and interacts with itself and the other art elements and with the principle of design unity.	1. Demonstrate unity through the use of shape in relation to the elements of art and balance, movement, and variety.	1. Choosing an object from nature and using it as a pattern for a repeated motif on a border.
2. Shape can be manipulated: The properties and positions of shapes define the spatial relationships- size variation, overlapping. Shape affects and interacts with itself and the other art elements.	2. Demonstrate depth and spatial relationships through overlapping and size variation of shapes and through other art elements.	2. Using subject matter that encourages the creation of depth ("The Swiss Alps", "The Farm"). Creating a composition by tracing around a simple pattern, overlapping to show spatial relationships. Creating a "still life" from cut paper shapes glued on a background.

Level V

Shape

Concepts	Performance Objectives	Suggested Activities
3. Shape can be manipulated: Shape affects and interacts with itself and the other art elements.	3. Construct art work in a variety of media in which the elements are used to change the perception of shape.	3. Drawing or painting a picture of a subject usually thought of as "ugly" (such as garbage cans or litter) and make it attractive through the use of the art elements. Construct a composition in which a pre-cut shape has been repeated, coloring each shape differently and discussing how color influences perception of shape.
4. Shape has properties: Shape can create illusionary form.	4. Demonstrate the use of shape to create illusionary forms.	4. Arranging geometric shapes on a background and adding lines to create illusionary forms. Utilizing subject matter that encourages the use of illusionary forms.
5. Shape can be manipulated: Shape can be expressive - shape can be used and interpreted differently to convey moods.	5. Describe the qualities of shapes which show moods.	5. Presenting work by students and artists for discussion pertaining to expressive qualities.

SHAPE

LEVEL VI

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Shape can be manipulated: Shape affects and interacts with itself and the other art elements and with the principles of design. Shape can be expressive.	1. Construct art work in a variety of media in which the art elements and principles of design are used to change the perception of shape.	1. Drawing exteriors of similar houses and decorating each so that they are different. Painting identical shapes, varying colors and discussing how this changes one's perception of shape. Creating a collage of identical shapes but varying textures.
2. Shape can be manipulated: The properties and positions of shapes define the spatial relationships - size variation, overlapping, use of color, *use of texture. Shape affects and interacts with itself and with color and texture.	2. Construct art work that utilizes overlapping, size variation, color, and texture within shape to create spatial relationships.	2. Painting or drawing with an emphasis on unusual views ("What a Bug Sees","Peering through a Fence").

Level VI

Shape

Concepts	Performance Objectives	Suggested Activities
3. Shape has properties: Shape can create illusionary form.	3. Construct illusionary forms using shapes.	3. Selecting from a large variety of pre-cut shapes and arranging them to create illusionary forms. Shading in drawings of geometric shapes so that they look 3 - dimensional.
4. Shape can be manipulated: Shape affects and interacts with itself and the other art elements. Shape can be expressive - Shape can be used and interpreted differently to convey moods, feelings, and emotions.	4. Construct shapes using an interaction of the elements to convey similar moods.	4. Selecting subject matter for moods and emphasizing the mood in the composition through the arrangement of shapes and the use of art elements.

SHAPE

LEVEL VII

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Shape has properties: Shape occupies space (2-D)- *shape may be stationary or kinetic.	1. Distinguish between stationary and kinetic shapes.	1. Making greeting cards with moveable shapes.
2. Shape can be manipulated: The properties and positions of shapes define the spatial relationships - creating illusionary forms, *-aerial perspective *-linear perspective.	2. Demonstrate the use of shape to define spatial relationships through illusionary form - aerial and linear perspective.	2. Creating a still life composition drawing each object as if it were transparent in order to show the overlapping planes; each area is painted to create a spatial relationship with no regard to the natural color of the objects. Utilizing subject matter that encourages the use of aerial and linear perspective.

Concepts	Performance Objectives	Suggested Activities
3. Shape can be manipulated: Shape affects and interacts with itself and the other art elements and with the principles of design. Shape can be expressive - shape can be perceived similarly and differently by individuals.	3. Describe the use of shape as a visual element in the work of well-known artists.	3. Studying drawings by Picasso, Klee, Steinberg, and Calder; making a large chalk drawing on an outdoor surface (play area blacktop) incorporating any permanently painted lines into the composition - taking polaroid pictures from atop a ladder and comparing photos with original drawings.

COLOR

COLOR

CONCEPTS

A. Color has properties
   1. Pigment approach (surface appearance produced by the reflection or absorption of light)
      a. hue
         (i) primary
         (ii) secondary
         (iii) intermediate (tertiary)
      b. value
         (i) tint
         (ii) shade
         (iii) tone
         (iv) neutrals
            (a) black
            (b) white
            (c) gray
      c. intensity (brightness or dullness)
         (i) addition of hues
         (ii) addition of grays
         (iii) juxtaposition of colors

   2. Scientific approach (color within the visible spectrum of light)
      a. specific wave lengths in the visible spectrum produce specific colors
      b. color can be varied through the balance of wave lengths

B. Color can be manipulated
   1. The properties and positions of colors define the spatial relationships
      a. color variation (value and intensity)
      b. color combinations

c. advancing and receding colors
d. use of texture
e. color quality
(i) transparent
(ii) translucent
(iii) opaque

2. Color affects and interacts with itself and the other art elements and with the principles of design
a. art elements
(i) color
(ii) line
(iii) shape
(iv) texture
(v) form
b. principles of design
(i) balance
(ii) movement
(iii) variety
(iv) unity

3. Color can be expressive
a. color can be used and interpreted differently to convey moods, feelings, and emotions.
b. color is influenced by environment
c. color can be perceived similarly and differently by individuals

C. Color occurs in environment
1. Color may be functional or non-functional

2. Color can be found in nature and man-made objects

3. Color can affect man's behavior

4. Cultural patterns can dictate the use of color

5. Cultural patterns can dictate the interpretation of color

6. Color can be affected by total environment

7. Color can be perceived similarly and differently by individuals

8. Light affects the perception of color

COLOR

LEVEL K

Concepts	Performance Objectives	Suggested Activities
1. Color has properties: Pigment approach - hue, - primary - secondary.	1. Identify red, yellow, blue, green, violet, and orange hues.	1. Making a collection of articles of different colors.
2. Color has properties: pigment approach - value, - black - white.	2. Identify black and white.	2. Comparing black and white and color photographs.
3. Color has properties: pigment approach - hue.	3. Demonstrate using color in making creative art forms.	3. Using materials that allow freedom in choice of colors.
4. Color can be manipulated: Color can be expressive - color can be used and interpreted differently to convey moods, feelings, and emotions.	4. Identify colors in relation to the moods or feelings they convey.	4. Comparing paintings of contrasting moods.
5. Color occurs in environment: Color can be found in nature and man-made objects.	5. Identify basic colors in familiar environment.	5. Taking a walk and pointing out the different colors.

Concepts	Performance Objectives	Suggested Activities
6. Color can be manipulated: Color affects and interacts with itself.	6. Demonstrate using a variety of colors in making a creative art form.	6. Comparing and discussing compositions by the children in which the same colors were used.
7. Color can be manipulated: Color affects and interacts with itself and line and shape.	7. Demonstrate using color with line and shape in making a creative art form.	7. Creating crayon rubbings and adding paint to complete the composition. Arrange cut poster paper and painting the spaces between.
8. Color occurs in environment: Color can affect man'e behavior.	8. a. Identify colors that affect man's behavior. b. Describe how colors affect man's behavior.	8. a. Pointing out colors used in everyday. b. Telling what colors make people do.
9. Color occurs in environment: Cultural patterns can dictate the use of color. Cultural patterns can dictate the interpretation of color.	9. Identify colors that are associated with cultural traditions.	9. Collecting pictures representing various holidays and discussing the colors used.
10. Color can be manipulated: Color affects and interacts with the principle of design variety.	10. Demonstrate using a variety of colors in making a creative art form.	10. Creating a composition in which many colors are used but one color is more important than the rest.

Level K

Color

Concepts	Performance Objectives	Suggested Activities
11. Color has properties: Pigment approach.	11. Demonstrate working with color in a variety of media.	11. Combining a variety of materials employing color (construction paper, paint, crayons).

COLOR

LEVEL I

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Color has properties: Pigment approach - hue, *value.	1. Demonstrate that colors are mixed to produce other colors.	1. Fingerpainting with two colors chosen by the child. Using primary colors to create compositions based on a variety of subject matter.
2. Color has properties: Pigment approach - value, *-neutrals.	2. Identify neutrals.	2. Comparing compositions based on neutrals to those utilizing color. Making collections of articles of neutrals.
3. Color can be manipulated: Color can be expressive - *color can be perceived similarly and differently by individuals.	3. Identify the relationships of color in his work to the work of others.	3. Discussing the similarities and differences in the colors used in the works of classmates.

Level I

Color

Concepts	Performance Objectives	Suggested Activities
4. Color can be manipulated: Color can be expressive - color can be used and interpreted differently to convey moods, feelings, and emotions.	4. Identify mood expressed through the use of color.	4. Looking through cellophane of different colors and verbalizing about how the different colors affect what is seen. Relating colors to seasonal and weather changes. Painting designs and identifying the dominant colors. Discussing their reactions to different colors.
5. Color can be manipulated: Color can be expressive -	5. Identify color as a visual element in the work of well-known artists.	5. Verbalizing about the selected works of known artists (Jackson Pollack, Renoir).
6. Color occurs in environment: *Color may be functional or non-functional.	6. Identify functional colors in the environment.	6. Pointing out colors that have a purpose. Constructing a model town and using colors for a purpose.
7. Color occurs in environment: *Color can be affected by total environment.	7. Identify colors affected by the environment.	7. Making paintings depicting certain types of weather. Observing colors as the lights are turned on and off.

COLOR

LEVEL II

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Color has properties: Pigment approach - value, - neutrals.	1. a. Name the neutrals and distinguish between colors and neutrals.	1. a. Collecting articles of various colors and neutrals. Discussing the differences in shapes in black and white photographs.
	b. Demonstrate using colors and neutrals in making creative art forms.	b. Creating a composition using one color and achieving variety through the use of neutrals. Making a collage based on materials emphasizing neutrals.
2. Color occurs in environment: Color can be found in nature and man-made objects.	2. Name colors in familiar environment.	2. Relating the colors used in their paintings to the colors found in the classroom and in nature.

Concepts	Performance Objectives	Suggested Activities
3. Color can be manipulated: Color can be expressive - color can be used and interpreted differently to convey moods, feelings, and emotions.	3. Name and describe moods expressed through the use of color.	3. Looking at paintings and describing how the colors make one feel.
4. Color can be manipulated: Color affects and interacts with itself and with the principle of design variety.	4. Demonstrate utilizing variations in colors to indicate emphasis, subordination, and contrast.	4. Looking at paintings which utilize color to emphasize objects or moods.
5. Color has properties: Pigment approach - hue, value, *intensity.	5. Distinguish between different and similar colors.	5. Comparing the colors of materials which are easily moved around, such as paper scraps. Creating compositions with chalk or crayon after observing the colors in nature.
6. Color can be manipulated: *Color affects and interacts with itself and form.	6. Demonstrate the use of color with form.	6. Applying color to 3-D forms (paper mache' animals, Christmas decorations made from egg cartons.)

COLOR

LEVEL III

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Color can be manipulated: Color can be expressive - *color is influenced by environment. Color occurs in environment: Color may be functional or non-functional. Color can be found in nature and man-made objects.	1. Identify the use of color as a visual element in familiar environment.	1. Collecting pictures of home interiors utilizing colors in various ways. Taking a walk and pointing out the use of color in attractive surroundings.
2. Color has properties: Pigment approach - value, *-tint *-shade.	2. a. Identify shades and tints. b. Demonstrate using shades and tints in creative art forms.	2. a. Pointing out objects that are or contain the same color and comparing differences within that color. b. Experimenting with paint to make a color lighter or darker.

Concepts	Performance Objectives	Suggested Activities
3. Color has properties: Pigment approach - hue.	3. Demonstrate mixing two colors and name the color which is produced.	3. Using the primary colors to paint a composition and pointing out the colors in the completed works of classmates. Creating a collage utilizing cellophane of different colors. Using cellophane to create new colors by overlapping colors.
4. Color has properties: Pigment approach - hue, - primary - secondary.	4. Identify and name the primary and secondary colors.	4. Discussing the colors observed in nature. Comparing the colors produced in their paintings to the colors with which they began.
5. Color can be manipulated: *The properties and positions of colors define the spatial relationships - use of texture. *Color affects and interacts with itself and texture.	5. Demonstrate producing textural effects with color in a creative art form.	5. Making mosaic designs with various materials (seeds, stones, macaroni, etc.). Creating designs through crayon rubbings. Using different colors with -- in a shape to create interest. Making a costume out of paper and decorating it with color.

Level III

Color

Concepts	Performance Objectives	Suggested Activities
6. Color occurs in environment: *Light affects the perception of color.	6. Describe the effect of light on color.	6. Comparing the differences in color as seen on a bright sunny day and on a cloudy one. Comparing a painting seen in bright light to seeing it in dim light.
7. Color can be manipulated: Color can be expressive - color can be used and interpreted differently to convey moods, feelings, and emotions.	7. Demonstrate the effect of color on mood.	7. Creating compositions based on subject matter such as "How I Feel Today", "My Birthday", "A Rainy Day." Comparing the differences in the use of colors in compositions based on the same subject matter. Drawing a human figure and "clothing" it to portray a certain mood.
8. Color can be manipulated: *Color affects and interacts with itself and the principle of design movement.	8. Demonstrate the use of color in creating visual movement.	8. Painting to music.

COLOR

LEVEL IV

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Color has properties: Pigment approach - hues, *-intermediate.	1. Identify and name the intermediate colors.	1. Creating compositions of overlapping tissue. Locating colors in the immediate surroundings that are not primary or secondary colors.
2. Color has properties: Pigment approach - value, - tint - shade.	2. Demonstrate obtaining tints and shades through mixing.	2. Creating patterns suitable for textile designs. Painting puppets or paper mache' figures. Selecting a color that best expresses a desired mood and creating a monochromatic painting.
3. Color has properties: Pigment approach - hue, - value, - intensity.	3. Demonstrate obtaining desired colors by mixing.	3. Discussing a mood that is to be conveyed and the colors that will help achieve this mood and follow through by mixing the desired colors.

Concepts	Performance Objectives	Suggested Activities
4. Color has properties: Pigment approach.	4. Distinguish between the same or similar colors made from a variety of media and name the media.	4. Comparing compositions created from different media. Grouping color chips made from a variety of media according to the media.
5. Color can be manipulated: The properties and positions of colors define the spatial relationships - *color variation (value and intensity).	5. Identify the use of color variation to create spatial relationships.	5. Discussing paintings in which color variation is utilized to show depth. Observing in nature the differences in objects near and far.
6. Color can be manipulated: The properties and positions of colors define the spatial relationships - *advancing and receding colors.	6. Demonstrate the use of advancing and receding colors to create spatial relationships.	6. Verbalizing about the effects of one color on another (a green may appear bright until a much brighter color is placed next to it). Organizing shapes to place the advancing colors in the foreground and the receding colors in the background.

Concepts	Performance Objectives	Suggested Activities
7. Color can be manipulated: Color affects and interacts with itself and the principle of design variety. Color has properties: Pigment approach - hue, - value, - intensity.	7. Construct compositions using a variety of color combinations.	7. Utilizing a variety of colors in paper weaving. Creating represented textures of various colors on cut-out shapes and combining them to make a composition.
8. Color can be manipulated: The properties and positions of colors define the spatial relationships - *color quality, - transparent - opaque.	8. Distinguish between transparent and opaque colors.	8. Creating compositions with transparent watercolors and thick tempera paint. Making crayon resist compositions. Comparing colored cellophane to painted surfaces.
9. Color can be manipulated: Color affects and interacts with itself and the other art elements and with the principles of design balance and variety.	9. Identify the use of color to achieve balance and variety in a composition.	9. Discussing the works of well-known artists in terms of balance and variety. Making a composition composed of similar shapes of various colors.

Level IV

Concepts	Performance Objectives	Suggested Activities
10. Color occurs in environment: Color can be found in nature and man-made objects. Light affects the perception of color.	10. a. Identify variations of color in nature. b. Identify and describe causes for lack of pure color in nature.	10. a. Comparing the different colors in leaves, sand, grass, water, etc. b. Examine a small object from nature and comparing the groups of objects.
11. Color occurs in environment: Color can be affected by total environment.	11. Identify and describe the use of color as a visual element in environment.	11. Comparing attractive and unattractive areas in the familiar environment. Select an unattractive area in the familiar environment and create a painting making it attractive through the use of color.
12. Color can be manipulated: Color can be expressive - color can be used and interpreted differently to convey moods, feelings, and emotions.	12. Demonstrate the use of color to achieve different moods.	12. Using one color, paint a picture to convey the mood of that color.

COLOR

LEVEL V

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Color has properties: Pigment approach - intensity, value.	1. Demonstrate creating and using subtle color effects.	1. Painting with watercolors utilizing the wash technique. Using chalk on wet paper.
2. Color has properties: Pigment approach - intensity, *-juxtaposition of colors. The properties and positions of colors define the spatial relationships - *color combinations.	2. Demonstrate the effect on intensity by the juxtapositions of colors.	2. Choosing a relatively dull color and making it appear brighter by surrounding it with other colors. Weaving paper. Painting with sponges. Making butterflies with clothespins.
3. Color can be manipulated: The properties and positions of colors define the spatial relationships. Color affects and interacts with itself and the other art elements and with the principles of design.	3. Construct creative art forms using color to create spatial relationships.	3. Creating designs of overlapping shapes in a variety of colors. Painting a landscape utilizing a scene observed outside the school.

Level V

Color

Concepts	Performance Objectives	Suggested Activities
4. Color can be manipulated: The properties and positions of colors define the spatial relationships - color combinations. Color affects and interacts with itself and with the principles of design variety and unity. Color can be expressive - color can be perceived similarly and differently by individuals.	4. a. Identify contrasting and related color schemes. b. Describe personal reactions to contrasting and related color schemes.	4. a. Observing repeated designs suitable for clothing and draperies. b. Collecting fabrics and pictures of designs in clothing and home interiors that the individual would and would not want. Making a potholder using yarn, cut strips of cloth, etc. Making paper mache' bracelets use contrasting or related colors. Making jewelry from paper mache' or clay.
5. Color can be manipulated: Color affects and interacts with itself and with the other art elements and with the principles of design.	5. Demonstrate unity through the use of color in relation to the elements of art and balance, movement, and variety.	5. Comparing and discussing student work in terms of everything "working together." Using the three initials of the child's name, develop a design that is creative but not illegible as letters and employs movement, balance, and variety.

Level V

Color

Concepts	Performance Objectives	Suggested Activities
6. Color can be manipulated: Color can be expressive - color is influenced by environment. Color occurs in environment: Light affects the perception of color.	6. Demonstrate the affect of environment on color.	6. Creating optical illusions. Using light and different light sources to change colors. Using a string of Christmas lights to show different effects of colored lights.
7. Color occurs in environment: Cultural pattern can dictate the interpretation of color.	7. Identify the use of color for the purpose of symbolism.	7. Discussing holidays and events and the colors brought to mind.

COLOR

LEVEL VI

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Color has properties: Pigment approach - intensity, *- addition of hues.	1. Demonstrate mixing complementary colors and describe the result.	1. Creating paintings utilizing two complementary colors and black and white and discussing the finished product.
2. Color has properties: *Scientific approach.	2. Distinguish between the scientific and pigment approaches to color.	2. Observing demonstrations in mixtures of colored light compared to mixing paints.
3. Color can be manipulated: Color affects and interacts with itself and the other art elements. Color can be expressive - color can be used and interpreted differently to convey moods, feelings, and emotions.	3. Construct compositions using color interacting with itself and the other art elements to convey similar moods.	3. Illustrating stories which convey definite moods or feelings.

Level VI

Color

Concepts	Performance Objectives	Suggested Activities
4. Color can be manipulated: The properties and positions of colors define the spatial relationships. Color affects and interacts with itself and the other art elements.	4. Construct art work using color interacting with itself and the other art elements to create spatial relationships.	4. Creating compositions in which near and far are emphasized.
5. Color occurs in environment: Color can be affected by total environment.	5. Describe the effect of environment on color.	5. Discussing the changes in the appearance of the landscape as related to the different times of day (dawn, noon, dusk.)
6. Color can be manipulated: Color affects and interacts with itself and the principle of design balance.	6. Demonstrate the use of color to create balance.	6. Using cut-paper shapes of various colors to experiment with balancing through the use of color.

COLOR

LEVEL VII

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Color has properties: Pigment approach - value, intensity.	1. Demonstrate using and controlling value and intensity changes in color for desired effects.	1. Creating a composition in which only one color is observed but the complement of the color, black, and white were used in developing the painting.
2. Color has properties: Scientific approach.	2. a. Describe the relationship of specific wave lengths in the visible spectrum to specific surface colors.	2. a. Experimenting with a prism to separate the wave lengths in the spectrum. Observe and discuss charts depicting the absorption and reflection of the colors of the spectrum.
	b. Order the colors of the visible spectrum.	b. Mixing colors to represent the various wave lengths in the visible spectrum and using a prism to observe the order in which they appear.

Concepts	Performance Objectives	Suggested Activities
3. Color can be manipulated: The properties and positions of colors define the spatial relationships. Color affects and interacts with itself and the other art elements.	3. Construct art work using color interacting with itself and the other art elements to create spatial relationships.	3. Using torn paper of various colors to create a landscape emphasizing near and far.
4. Color can be manipulated: Color affects and interacts with itself and the other art elements and with the principles of design. Color can be expressive - color can be perceived similarly and differently by individuals.	4. a. Describe the use of color as a visual element in the work of well-known artists. b. Describe the relationship of color in his work to the work of others.	4. a. Discussing the selected works of known artists (representational, abstract and non-objective art). b. Comparing the composition of similar subject matter in which color has been used to change the effects.
5. Color can be manipulated: The properties and positions of colors define the spatial relationships - color quality, -transparent -translucent -opaque.	5. Distinguish among transparent, translucent, and opaque colors.	5. Comparing and discussing transparent, translucent, and opaque materials.

TEXTURE

TEXTURE

CONCEPTS

A. Texture has properties
   1. Actual texture - the three-dimensional surface quality of an object and can be perceived through the senses of vision and touch
      a. texture occupies space
      b. texture runs on a continuum from rough to smooth
      c. texture affects the reflection of light
      d. texture can have color
      e. texture can be created through a variety of media

   2. Represented texture - is two-dimensional and is perceived through the sense of vision.
      a. represented texture may be created by art elements
         (i) line
         (ii) color
         (iii) shape
         (iv) illusionary form
      b. appears to run on a continuum from rough to smooth
      c. texture can be created through a variety of media

B. Texture can be manipulated
   1. Texture can create spatial relationships
      a. the properties and positions of actual textures define the spatial relationships
      b. the properties and positions of represented texture or textures can define the spatial relationships
         (i) represented texture is created by aerial perspective
            (a) color
               (1) atmospheric
               (2) advancing and receding
            (b) size relationships
            (c) overlapping
            (d) shading
         (ii) represented texture is created by linear perspective
            (a) vanishing point
            (b) parallel

2. Texture affects and interacts with itself and the other art elements and with the principles of design
   a. art elements
      (i) texture
      (ii) line
      (iii) shape
      (iv) color
      (v) form
   b. principles of design
      (i) balance
      (ii) movement
      (iii) variety
      (iv) unity

3. Texture can be expressive
   a. texture can be used and interpreted differently to convey moods, feelings, and emotions.
   b. texture is influenced by environment
   c. texture can be perceived similarly and differently by individuals

C. Texture occurs in environment
   1. Texture may be functional or non-functional

   2. Texture can be found in nature and man-made objects

   3. Texture can affect man's behavior

   4. Cultural patterns can dictate the use of texture

   5. Cultural patterns can dictate the interpretation of texture

   6. Texture can be affected by total environment

   7. Texture can be perceived similarly and differently by individuals

   8. Light affects the perception of texture

TEXTURE

LEVEL K

Concepts	Performance Objectives	Suggested Activities
1. Texture has properties: Actual texture - runs on a continuum from rough to smooth.	1. Distinguish between rough and smooth textures.	1. Collecting objects of different textures and place them in one of two categories - rough or smooth.
2. Texture has properties: Actual texture.	2. Identify surfaces/substances by touch.	2. Collecting objects of different textures, feeling and verbalizing about them.
3. Texture has properties: Actual texture - texture can have color.	3. Identify the colors of various textures.	3. Grouping a collection of textured objects according to color.
4. Texture has properties: Actual texture. Represented texture.	4. Distinguish between actual and represented textures.	4. Feeling and verbalizing about a textured object and comparing it to a picture of the object.
5. Texture has properties: Actual texture - texture can be created through a variety of media. Texture can be manipulated: Texture affects and interacts with itself.	5. Construct a creative art form from a variety of actual texture.	5. Creating a composition from cut-up pieces of sandpaper of various textures (crayon can be applied on some of the sandpaper to emphasize the texture).

Level K

Texture

Concepts	Performance Objectives	Suggested Activities
6. Texture occurs in environment: Texture can be found in nature and man-made objects.	6. Distinguish between natural and man-made textures.	6. Differentiating between things that grow and things that are made.

TEXTURE

LEVEL I

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Texture has properties: Represented texture.	1. Identify represented textures.	1. Feeling a represented texture with the eyes closed and then looking at the texture. Comparing actual textures to their pictures.
2. Texture has properties: Represented texture - appears to run on a continuum from rough to smooth.	2. Distinguish among represented textures running on a continuum from rough to smooth.	2. Comparing paintings or pictures in which an object is depicted in smooth and rough textures (grass, animal fur).
3. Texture has properties: Represented texture - may be created by art elements, *-color. Texture can be manipulated: *Texture affects and interacts with color.	3. Identify color as a property of various represented textures.	3. Discussing the similarities and differences of the same represented texture in a variety of color combinations. Making crayon rubbings of the same object utilizing different colors.

Level I

Texture

Concepts	Performance Objectives	Suggested Activities
4. Texture can be manipulated: *Texture affects and interacts with shape.	4. Demonstrate the use of texture to create shape.	4. Making crayon rubbings. Drawing or painting on textured surfaces (wood, sandpaper, cloth).

TEXTURE

LEVEL II

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Texture has properties: *Represented texture - may be created by art elements, - line - shape.	1. Identify line and shape as properties of various represented textures.	1. Using paint or crayon to accent certain areas in crayon rubbings. Cutting shapes from construction paper, creating textures on them with crayon, and arranging and gluing them on a background.
2. Texture has properties: Represented texture - may be created by art elements, - line - shape *- color. can be created through a variety of media.	2. Demonstrate using represented texture in making creative art forms in a variety of media.	2. Using crayon resist techniques. Cutting areas of texture from magazines and creating a collage. Choosing an animal and drawing it to show its texture.

Level II

Texture

Concepts	Performance Objectives	Suggested Activities
3. Texture can be manipulated: Texture can be expressive - texture can be used and interpreted differently to convey moods, feelings and emotions. Texture can create spatial relationships.	3. Identify textures in relation to the moods or feelings they convey.	3. Discussing their reactions to various textures. Verbalizing about photographs emphasizing textures.
4. Texture can be manipulated: *Texture can be expressive - texture can be perceived similarly and differently by individuals.	4. a. Identify represented texture as a visual element in the work of well-known artists. b. Identify the relationship of texture in his work and the work of others.	4. a. Verbalizing about the textures in the selected works of known artists (Homer, Wyeth). b. Comparing the textures created in the works of classmates.

TEXTURE

LEVEL III

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Texture can be manipulated: Texture can be expressive - *texture is influenced by environment. Texture occurs in environment: *Texture may be functional or non-functional. Texture can be found in nature and man-made objects.	1. Identify texture as a visual element in familiar environment.	1. Comparing the differences in the surfaces of objects in the classroom. Taking field trips and comparing the textures found in nature.
2. Texture has properties: Actual texture - *affects the reflection of light. Texture occurs in environment: *Light affects the perception of texture.	2. Describe the effect of light on texture.	2. Using a flashlight (or direct light source) and textured surfaces, move the light around at different angles and verbalize about the results.

Concepts	Performance Objectives	Suggested Activities
3. Texture has properties: Represented texture - may be created by the art elements, - line. Texture can be manipulated: Texture affects and interacts with itself and line.	3. Demonstrate the use of line to create represented texture.	3. Using a block of wood for a model, draw lines on paper to represent the wood grain (other objects may also be used). Making drawings of figures and utilizing represented textures in their clothing. Mounting string on a cardboard to use as a printing plate.
4. Texture has properties: Represented texture - may be created by art elements, - line - color - shape. Texture can be manipulated: Texture affects and interacts with itself and line, color, and shape.	4. Construct an art form using a combination of the art elements to create represented textures.	4. Printing with gadgets and potatoes. Fingerpainting. Using contrasting colors to create various textures.

Concepts	Performance Objectives	Suggested Activities
5. Texture has properties: Actual texture - can be created through a variety of media. Texture can be manipulated: Texture affects and interacts with itself and the other art elements and with the principle of design variety. Texture can be expressive.	5. Demonstrate creating actual and represented textures by using materials different ways.,	5. Using crayon rubbings. Using textured surfaces to create composition and adding represented textures. Utilizing the crayon different ways (point, side, dots). Creating different textures in fingerpaintings (water, grass, leaves) by using the hands and fingers in different ways.

TEXTURE

LEVEL IV

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Texture can be manipulated: Texture can create spatial relationships - *the properties and positions of represented texture or textures can define the spatial relationships, - overlapping, - size relationship.	1. a. Demonstrate overlapping represented textures to create spatial relationships.	1. a. Creating represented textures on cut shapes and arranging them in a composition utilizing overlapping.
	b. Demonstrate the effect of texture on size relationships.	b. Creating compositions utilizing texture and emphasizing more or less.
2. Texture can be manipulated: Texture can create spatial relationships - the properties and positions of represented texture or textures can define the spatial relationships, *-color.	2. Identify the effects of color on texture.	2. Choosing a basic texture to be used in a design and varying the colors.

Concepts	Performance Objectives	Suggested Activities
3. Texture has properties: Actual texture Represented texture. Texture can be manipulated: Texture can be expressive - texture can be perceived similarly and differently by individuals. Texture occurs in environment: Texture can be found in nature and man-made objects.	3. Demonstrate a selective use of texture to relate to the familiar environment.	3. Painting or drawing compositions in which the textural details are emphasized. Creating imaginary animals which are covered with feathers, scales, shells, or fur.
4. Texture occurs in environment: *Cultural patterns can dictate the use of texture. Texture may be functional or non-functional.	4. a. Identify the relationship of cultural patterns and textures. b. Identify functional and non-functional textures.	4. a. Collecting pictures of textures used in homes and daily living and verbalize on the individual's reactions. b. Collecting and discussing textures that are used for definite purposes and textures that are not used.

Level IV

Texture

Concepts	Performance Objectives	Suggested Activities
5. Texture can be manipulated: *Texture affects and interacts with the principle of design movement.	5. Demonstrate movement through texture in a creative art form.	5. Creating a stitchery composition using patterns of stitches.
6. Texture can be manipulated: Texture can be expressive - texture can be perceived similarly and differently by individuals. Texture occurs in environment: *Texture can be affected by total environment.	6. Describe the effect of environment on texture.	6. Pointing out where textured surfaces are found in the environment and how the appearance of the textures can change according to the environment.

TEXTURE

LEVEL V

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Texture has properties: Actual texture - can be created through a variety of media. Represented texture - can be created through a variety of media.	1. Demonstrate selecting and using media appropriate for desired textures in constructing creative art forms.	1. Selecting the subject matter for a composition prior to selecting from a variety of textures. Selecting textured materials to cover the can or bottle, etc. Make a seed mosaic.
2. Texture can be manipulated: Texture can create spatial relationships - the properties and positions of represented texture or textures can define the spatial relationships, *represented texture is created by linear perspective.	2. Identify and demonstrate the use of linear perspective to create textures.	2. Selecting an actual texture in the familiar environment and representing it in a drawing.

Level V

Texture

Concepts	Performance Objectives	Suggested Activities
3. Texture occurs in environment: Texture may be functional or non-functional.	3. Distinguish between functional and non-functional textures.	3. Creating an animal using textures unrelated to that animal (i.e., horse with scales, snake with fur). Using seeds and pods from nature discuss their function and non-function and create new objects with them, examples are: pine cone animals, corn cob animals, corn husk dolls, driftwood centerpieces, nut shell boats and turtles.

TEXTURE

LEVEL VI

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Texture can be manipulated: Texture affects and interacts with itself and with the other art elements and with the principles of design.	1. Demonstrate unity through the use of texture in relation to the elements of art and balance, movement, and variety.	1. Developing compositions based on subject matter that encourages repetition. Outlining shapes in a composition and creating textures within these shapes to utilize balance movement and variety to create a unified composition. Using different textured objects create unity in a collage or mobile.
2. Texture has properties: Represented texture - represented texture may be created by art elements, *- illusionary form. Texture can be manipulated: Texture can create spatial relationships - the properties and positions of represented texture or textures define the	2. Demonstrate the use of texture to create shading.	2. Creating a composition representing a selected area viewed in the classroom emphasizing darks and lights. Organizing geometric shapes into a composition and select certain shapes to be made into illusionary forms through shading.

Concepts	Performance Objectives	Suggested Activities
2. (Continued) spatial relationships, *- represented texture is created by aerial perspective -- --shading.		Using a typewriter, mimeograph some patterns with (X's) or (T's) widen or shorten the space between them. Cut and make a picture by combining them.
3. Texture can be manipulated: Texture affects and interacts with itself and with the principles of design variety and unity.	3. Distinguish between the use harmonious and unharmonious texture combinations.	3. Observing contrasting textures in architecture. Discussing and observing different examples of clothing and combinations of textures. Creating table place mats with burlap, yarn, shells (macaroni) etc.

TEXTURE

LEVEL VII

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Texture can be manipulated: Texture affects and interacts with itself and with the principles of design variety and unity.	1. Demonstrate using harmonious and unharmonious texture combinations in a variety of media.	1. Creating compositions which emphasize subtle texture combinations and compositions emphasizing bold, contrasting textures.
2. Texture can be manipulated: Texture can create spatial relationships - the properties and positions of actual textures define the spatial relationships, the properties and positions of represented texture or textures can define the spatial relationships, - represented texture is created by aerial perspective - represented texture is created by linear perspective.	2. Demonstrate the use of texture to define spatial relationships.	2. Creating a collage utilizing actual and represented textures in which the rougher and more apparent textures are used in the foreground and the smoother textures create a background. Creating table centerpieces using actual and representational textures.

Concepts	Performance Objectives	Suggested Activities
3. Texture can be manipulated: Texture can create spatial relationships. Texture affects and interacts with itself and the other art elements and with the principles of design. Texture can be expressive - texture can be perceived similarly and differently by individuals.	3. a. Describe the use of texture as a visual element in the work of well-known artists. b. Describe the relationship of texture in his work to the work of others.	3. a. Discussing the effects created through the use of texture in the selected works of known artists. b. Discussing the effects of textural changes in the work of classmates.
4. Texture occurs in environment: *Texture can affect man's behavior.	4. Describe the effect of texture on man's behavior.	4. Pointing out individual's reactions to various textures. Creating hostile art forms - a chair with nails, a bed with pine cones, a power puff of sandpaper, a shoe of wood, a hat of nails or thorns, etc.
5. Texture occurs in environment: *Cultural patterns can dictate the interpretation of textures.	5. Describe the effect of cultural patterns on the interpretation of texture.	5. Collecting pictures of textures used in the environment and discussing why they are used in that manner.

FORM

FORM

CONCEPTS

A. Form has properties
   1. Form occupies space (three-dimensional)
      a. form has length, width, and depth
      b. forms define positive and negative space
         (i) positive - occupied space
         (ii) negative - unoccupied space
      c. form has texture
         (i) actual
         (ii) represented
      d. form may have color
      e. form may be stationary or kinetic
      f. form may be created through a variety of media
         (i) media determines the possibilities and limitations
         (ii) media and/or construction determine durability
         (iii) rigid
         (iv) pliable
      g. form is geometric or free (amorphous)
      h. form has weight

   2. Illusionary form is two-dimensional and appears to have the properties of three-dimensional form
      a. the illusion of form can be created by line, shape, color, and texture
      b. the illusion of form is created by perspective

B. Form may be manipulated
   1. Form can create spatial relationships
      a. the properties and positions of forms define the spatial relationships
      b. the properties and positions of illusionary form or forms can define the spatial relationships

(i) illusionary form is created by aerial perspective
(a) color
(1) atmospheric
(2) advancing and receding
(b) size relationships
(c) overlapping
(d) texture
(e) shading
(ii) illusionary form is created by linear perspective
(a) vanishing point
(b) parallel

2. Form affects and interacts with itself and the other art elements and with the principles of design
a. art elements
(i) form
(ii) line
(iii) shape
(iv) color
(v) texture
b. principles of design
(i) balance
(ii) movement
(iii) variety
(iv) unity

3. Form can be expressive
a. form can be used and interpreted differently to convey moods, feelings, and emotions
b. form is influenced by environment
c. form can be perceived similarly and differently by individuals

C. Form occurs in environment
1. Form may be functional or non-functional

2. Form, either actual or illusionary, can be found in nature and man-made objects

3. Form can affect man's behavior

4. Cultural patterns can dictate the use of forms

5. Cultural patterns can dictate the interpretation of forms

6. Form can be affected by total environment

7. Form can be perceived similarly and differently by individuals

8. Light affects the perception of form

FORM

LEVEL K

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D).	1. Demonstrate through body movement, that form occupies space.	1. Playing games that involve body movement.
2. Form has properties: Form occupies space (3-D)-form has length, width, and depth.	2. a. Identify three-dimensional forms.	2. a. Organizing 2-D geometric shapes to create compositions. Playing identification games.
	b. Identify two-dimensional shapes.	b. Handling various 3-D forms. Playing identification games.
3. Form has properties: Form occupies space (3-D)-form has texture, -actual. Form can be manipulated: Form affects and interacts with texture.	3. Identify rough and smooth textures on forms.	3. Collecting a variety of forms of various textures and group them according to rough or smooth.

Level K

Form

Concepts	Performance Objectives	Suggested Activities
4. Form has properties: Form occupies space (3-D)-form may have color. Form can be manipulated: Form affects and interacts with color.	4. Identify colors on forms.	4. Collecting forms of various colors and grouping them according to color.
5. Form can be manipulated: Form can create spatial relationships - the properties and positions of forms define the spatial relationships.	5. Identify relative distances between forms in familiar environment.	5. Taking a walk and pointing distances between forms.
6. Form has properties: Form occupies space (3-D)-form has length, width, and depth; forms define positive and negative space. Form can be manipulated: Form affects and interacts with itself and the principles of design variety and balance.	6. a. Demonstrate using a variety of geometric forms in making a construction. b. Distinguish between sizes of forms and space occupied (large and small). c. Identify positive and negative spaces found in forms.	6. a. Arranging blocks or pieces of wood that combine into a larger form. b. Playing with a "form puzzle" (a large form made up of similar forms). c. Playing with large forms that invite crawling or putting hands through negative spaces.

FORM

LEVEL I

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D)- *form may be created through a variety of media, -media determines the possibilities and limitations -rigid -pliable.	1. Demonstrate consideration of the possibilities and limitations of the materials used in creating forms.	1. Creating forms from a variety of materials. Creating animals from clay and creating matching forms from other materials such as wire or pipe cleaners.
2. Form has properties: Form occupies space (3-D)- *Illusionary form is two-dimensional and appears to have the properties of three-dimensional form.	2. a. Distinguish between actual form and illusionary form. b. Identify illusionary form.	2. a. Printing with gadgets. b. Comparing actual objects with their photographs or pictures.
3. Form has properties: Form occupies space (3-D)- form may have color. Form can be manipulated: Form affects and interacts with color and the principle of design variety.	3. a. Demonstrate that form can have color. b. Identify variety in form (length, width, shapes involved).	3. a. Making forms from egg cartons and painting the finished forms. b. Grouping like forms together.

Level I

Form

Concepts	Performance Objectives	Suggested Activities
4. Form can be manipulated: *Form can be expressive - form can be perceived similarly and differently by individuals.	4. Identify form as an element in the works of well-known artists.	4. Verbalize about slides or photographs of selected sculpture works of well-known artists. Verbalize about forms of other class members' work.
5. Form can be manipulated: Form can be expressive - form can be perceived similarly and differently by individuals. Form occurs in environment: *Form may be functional or non-functional.	5. Identify forms in familiar environment.	5. Pointing out forms in the classroom and outdoors (manipulating the forms whenever possible).
6. Form has properties: Form occupies space (3-D)- *form is geometric or free (anorphous).	6. Distinguish between geometric and free forms.	6. Organizing cut and torn shapes in a composition. Applying water color to wet paper allowing the colors to flow freely; after the paint has dried cut the paper into geometric shapes and arrange in a composition.

FORM

LEVEL II

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D)- forms define positive and negative space.	1. Identify positive and negative space.	1. Comparing forms which appear solid to forms which appear light and open. Making forms from pieces of paper which have had areas cut out. Making chalk or crayon stencil pictures.
2. Form has properties: Form occupies space (3-D)- *form may be stationary or kinetic.	2. Distinguish between stationary and kinetic forms.	2. Constructing a stationary form and adding materials creating kinetic form. Discuss stationary and kinetic forms found in nature.
3. Form has properties: Form occupies space (3-D)- form has length, width, and depth.	3. Identify length, width, and depth in form.	3. Experimenting with flat geometric shapes to create composition. Experimenting with basic wood forms in creating an assemblage.

Level II

Form

Concepts	Performance Objectives	Suggested Activities
4. Form has properties: Form occupies space (3-D)- form has texture, -actual.	4. Demonstrate texture on form.	4. Using solid material plus flexible material to create open forms. Applying texture to clay forms.
5. Form can be manipulated: Form affects and interacts with color.	5. Identify changes in the perception of form that occur through the use of color.	5. Verbalizing about identical or similar forms of different colors. Discussing similar forms found in the works of a variety of artists.
6. Form has properties: Form occupies space (3-D)- form may be created through a variety of media. Form can be manipulated: Form affects and interacts with itself and other art elements - texture color and principles of design - variety, balance.	6. a. Demonstrate the use of form in creating art work through a variety of media. b. Demonstrate creating variety and balance in form involving texture and color.	6. a. Making paper bag puppets or masks. b. Making and painting paper mache' forms. Constructing a diorama. Experimenting with paper (scoring, folding, curling, twisting, braiding, tearing, cutting to change shape to form). Wire bending (twisting, curling, splicing - various weights).

Concepts	Performance Objectives	Suggested Activities
7. Form can be manipulated: Form can be expressive - form can be used and interpreted differently to convey moods, feelings, and emotions.	7. Identify forms which convey similar moods or feelings.	7. Working with clay forms and discussing how changes in the forms affect the mood or feeling of the form.
8. Form occurs in environment: Form may be functional or non-functional.	8. Identify functional and non-functional form.	8. Comparing useful forms to decorative forms. Collecting pictures of functional and non-functional forms.
9. Form occurs in environment: *Form can affect man's behavior.	9. Identify forms that can affect man's behavior.	9. Taking a walk and pointing natural and man-made forms that can affect man. Discussing why forms affect man's behavior.

FORM

LEVEL III

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D)- form has texture, form may have color. Form can be manipulated: Form affects and interacts with color and texture. Form can be expressive - form can be perceived similarly and differently by individuals.	1. a. Identify and describe changes in the perception of form that occur through color and texture. b. Describe feelings and moods suggested by form.	1. a. Comparing identical forms of various textures and colors. Construct a relief sculpture utilizing a variety of texture and colors. (Materials - clay, wood, paper mache') b. Describing a form felt while blindfolded and then describing it while seeing the [illegible] texture and color.
2. Form has properties: Illusionary form - *the illusion of form can be created by line, shape, and color. Form can be manipulated: Form can create spatial relationships - *the properties and positions of illusionary form or forms can define the spatial relationships,	2. Demonstrate using line, shape, and color to create the illusion of form.	2. Creating paintings of the familiar environment emphasizing depth.

Concepts	Performance Objectives	Suggested Activities
2. (continued) -aerial perspective -linear perspective.		
3. Form occurs in environment: *Cultural patterns can dictate the use of form. *Cultural patterns can dictate the interpretation of form.	3. Identify forms that are associated with patterns of living (home, community).	3. Comparing the functions and designs of structures and objects.
4. Form has properties: Form occupies space (3-D)-form has texture, -actual *-represented.	4. Distinguish between and demonstrate using actual and represented texture on form.	4. Making puppets and masks using a variety of materials.
5. Form can be manipulated: *Form affects and interacts with itself and the principle of design movement.	5. Identify direction in form and pattern created by form.	5. Creating forms through toothpick sculpture. Discussing how various forms make the eye move.

Level III

Form

Concepts	Performance Objectives	Suggested Activities
6. Form occurs in environment: Form may be functional or non-functional.	6. Describe the function of form in familiar environment.	6. Discussing the forms found in the familiar environment and then use. Making models of functional forms that are found in the familiar environment.
7. Form occurs in environment: Form can affect man's behavior.	7. Describe how forms in familiar environment can affect man's behavior.	7. Verbalizing how forms can make an individual act or feel.
8. Form has properties: Illusionary form (2-D)- *the illusion of form is created by perspective. Form can be manipulated: Form can create spatial relationships -aerial perspective -linear perspective.	8. Identify illusionary form as created by perspective in the works of well-known artists.	8. Comparing photographs with paintings of well-known artists, both of similar subject matter.

FORM

LEVEL IV

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D)-form may be created through a variety of media, *-media determines the possibilities and limitations.	1. a. Identify relief sculpture.	1. a. Discussing examples of relief sculpture. Working with clay slabs. Making sand castings.
	b. Identify sculpture in the round.	b. Handling small pieces of sculpture. Looking at sculpture from all sides.
	c. Identify various media that can be used for sculpture.	c. Making sculpture media from materials found in nature.
2. Form can be manipulated: Form affects and interacts with itself and with the principle of design movement.	2. Demonstrate movement through form.	2. Creating a line design based on the strong movements of selected examples of sculpture. Creating forms which move the eye around, in-and-out, etc.

Concepts	Performance Objectives	Suggested Activities
3. Form can be manipulated: Form can create spatial relationships - illusionary form, -aerial perspective *-color (advancing and receding).	3. Identify the illusion of depth in forms created by advancing and receding colors.	3. Discussing paintings in which advancing and receding colors are used to create depth. Creating a still life painting using advancing colors to represent objects in the foreground and receding colors for the background.
4. Form can be manipulated: Form can create spatial relationships - illusionary form, *-overlapping.	4. Demonstrate overlapping forms to achieve spatial relationships.	4. Selecting a familiar area and drawing or painting the area utilizing overlapping illusionary forms to create depth.
5. Form has properties: Form occupies space (3-D)- form has weight. Form can be manipulated: Form affects and interacts with itself and with the principle of design balance.	5. Identify and demonstrate manipulating forms to achieve symmetrical and asymmetrical balance.	5. Using coin straws and glue, constructing forms on a cardboard base; beginning with a symmetrically balanced form and altering it to utilize symmetrical balance.
6. Form has properties: Form occupies space (3-D)- forms define positive and negative space.	6. Distinguish between positive and negative space.	6. Creating forms in which tissues or cellophane fills in the open spaces.

FORM

LEVEL V

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D)-form may be created through a variety of media, - media determines the possibilities and limitations.	1. Distinguish between relief sculpture and sculpture in the round.	1. Comparing relief sculpture and sculpture in the round of similar subject matter. Utilizing various media (clay, soap, cardboard, plaster, etc.) to create a relief sculpture (slab) or sculpture in the round comparing the works of those utilizing the two different types of sculpture.
2. Form can be manipulated: Form can create spatial relationships - the properties and positions of illusionary form or forms can define the spatial relationships, -illusionary form is created by aerial perspective, *-color (atmospheric)	2. Identify the use of atmospheric perspective (color) to create the illusion of depth in the works of well-known artists.	2. Discussing representational paintings by well-known artists. Using construction paper to make shapes, arrange them in perspective (atmospheric) and paste to create a picture or diorama.

Level V

Form

Concepts	Performance Objectives	Suggested Activities
3. Form can be manipulated: Form can create spatial relationships - the properties and positions of illusionary form or forms can define spatial relationships, -illusionary form is created by aerial perspective, *-shading.	3. Identify and describe the use of shading to create the illusion of form.	3. Creating a linear representation of an object and utilize shading to create the illusionary forms. Verbalizing about the shading used to create depth in the drawings of others.
4. Form has properties: Illusionary form is two-dimensional and appears to have the properties of three-dimensional form - the illusion of form can be created by shape. the illusion of form is created by perspective. Form can be manipulated: Form can create spatial relationships - the properties and positions of illusionary form or forms can define the spatial relationships, -aerial perspective -linear perspective.	4. Demonstrate the use of shape to create illusionary form.	4. Organizing cut shapes to create depth. Drawing shapes and overlapping them to show illusionary form.

Concepts	Performance Objectives	Suggested Activities
5. Form can be manipulated: Form affects and interacts with itself and the other art elements and with the principle of design unity.	5. Identify unity achieved through the manipulation of forms.	5. Comparing sculpture in terms of a unified form. Discussing and comparing a variety of structures of different architectural designs.
6. Form can be manipulated: Form can create spatial relationships - the properties and positions of forms define the spatial relationships. the properties and positions of illusionary form or forms can define the spatial relationships. Form affects and interacts with itself and the other art elements and with the principles of design. Form can be expressive - form can be perceived similarly and differently by individuals.	6. a. Identify the use of form as a visual element in the work of well-known artists. b. Identify changes in form caused by the elements, line, shape, color, and texture.	6. a. Discussing selected works of well-known artists. b. Discussing forms as affected by other elements in works of classmates as well as well-known artists.

Level V

Form

Concepts	Performance Objectives	Suggested Activities
7. Form can be manipulated: Form can be expressive - form can be used and interpreted differently to convey moods, feelings, and emotions.	7. Identify and describe the expressive qualities of form.	7. Discussing the effects created by a form in relation to the original intention.
8. Form occurs in environment: Cultural patterns can dictate the use of forms.	8. Identify forms directly related to specific cultures.	8. Collecting pictures of forms relating to specific culture.
9. Form occurs in environment: Light affects the perception of form.	9. Describe how light can change the perception of form.	9. Experimenting with a variety of lighting effects on a selected form.
10. Form occurs in environment: Form may be functional or non-functional. Form can be perceived similarly and differently by individuals.	10. Distinguish between functional and non-functional form.	10. Taking field trips and discussing the different forms observed. Comparing forms which have been identified as functional to those identified as non-functional. Discussing how a non-functional form can be made functional.

FORM

LEVEL VI

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D)- form may be created through a variety of media, -media determines the possibilities and limitations *-media and/or construction determine durability -rigid -pliable.	1. Identify and distinguish between the durability, pliability, and rigidity of various materials in creating forms.	1. Experimenting with a variety of materials and select a material for a specific form. Listing materials that could be used in constructing a dwelling and those that should not be used.
2. Form has properties: Form occupies space (3-D)- form may be created through a variety of media.	2. Describe and distinguish between modeling and carving.	2. Making a small clay model of a form to be carved from soap.
3. Form has properties: Form occupies space (3-D)- form may be stationary or kinetic.	3. Construct and distinguish between kinetic and stationary forms.	3. Constructing kinetic and stationary forms from a variety of materials.

Concepts	Performance Objectives	Suggested Activities
4. Form has properties: Form occupies space (3-D)-form may be created from a variety of media.	4. Demonstrate creating relief sculpture.	4. Making sand castings utilizing shells and other materials. Making a simple drawing and creating it in relief sculpture (clay slab).
5. Form can be manipulated: Form can create spatial relationships - the properties and positions of illusionary form or forms can define the spatial relationships, -illusionary form is created by aerial perspective, -color -size relationships -overlapping -texture -shading.	5. Demonstrate using color, size, relationships, overlapping, texture, and shading to create illusionary form.	5. Creating a painting of a selected area in the room emphasizing depth through illusionary form.
6. Form can be manipulated: Form can create spatial relationships - the properties and positions of illusionary form or forms can define the spatial relationships,	6. Identify and describe the use of linear perspective to create spatial relationships.	6. Making a linear drawing of a previously constructed form.

Concepts	Performance Objectives	Suggested Activities
6. (continued) -illusionary form is created by linear perspective, -vanishing point -parallel.		
7. Form can be manipulated: Form can be expressive - form can be used and interpreted differently to convey moods, feelings, and emotions.	7. Identify and describe the use of expressive qualities of form in the works of well-known artists and/or student works.	7. Discussing examples of the works of well-known sculptors and architects, or student who created forms to represent specific moods or feelings.
8. Form can be manipulated: Form affects and interacts with itself, color, shape, and texture, and with the principles of design.	8. Identify unity in form achieved through color, shape, texture, balance, movement, and variety.	8. Comparing and discussing a variety of sculptures as they progress through various stages of development.

FORM

LEVEL VII

(* Denotes concepts introduced at this level)

Concepts	Performance Objectives	Suggested Activities
1. Form has properties: Form occupies space (3-D)-form may be created through a variety of media, -media determines the possibilities and limitation.	1. Demonstrate creating three-dimensional art forms within the limitations of the material.	1. Having determined the material to be used, develop sketches prior to working with the actual form.
2. Form has properties: Form occupies space (3-D)-form may be created through a variety of materials.	2. Demonstrate carving a form.	2. Developing an idea through sketches and selecting a material in which to carve the composition. Utilizing wood, soap, plaster, etc., to carve forms.
3. Form can be manipulated: Form affects and interacts with itself and the other art elements and with the principles of design.	3. Demonstrate consideration and use of the art elements and principles of design to create a unified three-dimensional form.	3. Creating a form in which the work is described at various stages of development.

Concepts	Performance Objectives	Suggested Activities
4. Form can be manipulated: Form affects and interacts with itself and the principle of design movement. Form can be expressive - form can be used and interpreted differently to convey moods, feelings, and emotions.	4. Demonstrate creating desired moods and visual movements through form.	4. Creating forms emphasizing particular moods or feelings. Creating forms that lead the eye around them.
5. Form has properties: Form occupies space - form defines positive and negative space. Form can be manipulated: Form can create spatial relationships - the properties and positions of forms define the spatial relationships. Form affects and interacts with itself.	5. Describe the use of positive and negative space in his art.	5. Predicting eye movement in forms during the development of sketches. Pointing out the necessity of the negative space in forms the student constructed.

Concepts	Performance Objectives	Suggested Activities
6. Form can be manipulated: Form can create spatial relationships - the properties and positions of illusionary form or forms can define the spatial relationships, -illusionary form is created by aerial perspective.	6. Describe the use of aerial perspective to create illusionary form in his own work.	6. Pointing out the methods used to achieve depth in his paintings.
7. Form occurs in enviroment: Form may be functional or non-functional. Form can be perceived similarly and differently by individuals.	7. a. Construct a functional form.	7. a. Selecting a specific function, designing the form, choosing a proper material, and using the completed form in the way it was intended.
	b. Construct a non-functional form.	b. Creating a form only for its design qualities.
8. Form occurs in environment: Light affects the perception of form.	8. Demonstrate the use of light to change the perception of form.	8. Using light of different colors, set up a display of a form.
9. Form occurs in environment: Form can affect man's behavior.	9. Describe the effects of form on man's behavior.	9. Creating an environment (boxes, light, large pieces of paper, etc.) and describing how one feels when in this environment.

DRAWING

DRAWING

CONCEPTS

A. Styles and techniques of drawing are influenced by past and present cultures and environments.
   1. A style or technique of drawing may be exclusive to one artist or many.

   2. A knowledge of past and present trends in drawing can influence how an individual reacts to, analyzes, and evaluates the drawings he observes or produces.

B. Materials and techniques determine the possibilities and limitations of drawing.
   1. A variety of media may be used in drawing.

   2. A variety of tools may be used in drawing.

   3. A variety of techniques may be used in drawing.

C. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.

D. An individual may express himself through drawing.
   1. The individual's perception of his environment influences his drawing.

   2. An individual uses drawing to communicate a variety of ideas and emotions.

DRAWING

LEVEL VIII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of drawing are influenced by past and present cultures and environment: A style or technique of drawing may be exclusive to one artist or many.	1. a. Identify specific drawing styles and techniques associated with various cultures.	1. a. Selecting a culture and collecting examples of drawings; organizing a display; contrasting styles and techniques of one culture with that of another.
	b. Identify the work of artists having a unique style.	b. Selecting two artists having different styles and comparing them.
	c. Identify and demonstrate drawings by subject matter: portraiture, landscape, still life, seascape, cityscape, group portrait, abstract, or non-objective.	c. Grouping drawings by subject matter and labeling them. Writing a definition of each of the subject matter classifications and selecting drawings to represent each definition. Taking field trips to encourage drawing from environment. Making drawings of home environment. Comparing lines and shapes in cityscapes with those in landscapes or seascapes.

Concepts	Performance Objectives	Suggested Activities
		Constructing abstract and non-objective drawings.
2. Styles and techniques of drawing are influenced by past and present cultures and environment: A knowledge of past and present trends in drawing can influence how an individual reacts to, analyzes, and evaluates the drawings he observes or produces.	2. a. Distinguish among the various techniques used in drawing by the same and different artists.	2. a. Describing major drawing techniques and grouping drawings according to the description of the technique. Selecting an artist utilizing a technique the student prefers and developing a drawing using a similar technique.
	b. Identify the correlation of contemporary drawing with other forms of contemporary expression (theater, literature, music, dance).	b. Selecting a particular work from an area of contemporary expression (literature, music, theater, dance) and developing a drawing that would seem to relate to that particular work in terms of materials, style, and technique.
3. Materials and technique determine the possibilities and limitations of drawing: A variety of media may be used in drawing.	3. a. Demonstrate and/or construct drawings using a variety of media (traditional, non-traditional)	3. a. Creating a drawing utilizing two or more media (crayon and ink, chalk and ink, watercolor and pencil, etc.).

Concepts	Performance Objectives	Suggested Activities
	b. Identify the various media used by well-known artists.	b. Comparing and discussing works utilizing different media. Selecting a drawing and utilizing the media evident in the drawing in a work of his own.
	c. Demonstrate a working vocabulary.	c. Keeping a list of words and definitions associated with drawing media.
4. Materials and techniques determine the possibilities and limitations of drawing: A variety of tools may be used in drawing.	4. a. Demonstrate the proper care and use of tools in drawing.	4. a. Developing definite procedures for the use, care, and storage of tools and materials.
	b. Demonstrate the use of a variety of tools in drawing (traditional, non-traditional).	b. Experimenting with drawing tools before selecting one for a specific problem. Being able to select from a variety of drawing tools.
	c. Demonstrate a working vocabulary.	c. Describing and discussing the use of various drawing tools.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of drawing: A variety of techniques may be used in drawing.	5. a. Construct contour drawings using a variety of subject matter.	5. a. Holding a sketch pad under the table and drawing the outline line of an object without looking at the drawing.
	b. Identify the use of contour drawing in the work of well-known artists.	b. Analyzing a number of drawings utilizing contour drawing.
	c. Distinguish between contour drawing and other drawing techniques.	c. Developing a complex, detailed drawing based on a contour drawing previously executed. Comparing works utilizing contour drawing to works utilizing other drawing techniques.
	d. Construct contour drawings using a variety of line qualities.	d. Creating contour drawings with a watercolor brush, taking advantage of the flexibility of the brush. Creating a contour drawing with pencil and using the pencil lines as guides to complete the drawing in pen and ink using a different line qualities.

Level VIII

Drawing

Concepts	Performance Objectives	Suggested Activities
	e. Demonstrate a working vocabulary.	a. Comparing and discussing works utilizing a variety of techniques.
	f. Demonstrate simplicity in drawings.	f. Making drawings of objects observed and using only the barest essentials to represent the object. Developing compositions using only continuous unbroken lines.
	g. Demonstrate utilizing detail in drawings.	g. Selecting a very small object (book of matches, a pencil, a feather, etc.) and making a large detailed drawing of it.
	h. Distinguish between the use of simplicity and detail in the works of well-known artists.	h. Comparing drawings of identical subject matter, one group using a great deal of detail and the other group utilizing simplicity.
	i. Demonstrate drawing techniques for use in other art areas.	i. Preparing a drawing to be used in making a wood cut. Creating a design to be utilized in a craft object.

Concepts	Performance Objectives	Suggested Activities
	j. Construct drawings in a variety of media using the various properties of line.	j. Creating a variety of small sketches utilizing different media prior to selecting the sketch and media to be developed into a larger drawing.
	k. Demonstrate creating a spatial relationship in drawing through the properties and positions of line.	k. Creating a still life drawing in which overlapping of shapes and value and thickness of lines determine the spatial relationships.
	l. Demonstrate using shading in drawing.	l. Examine different shading techniques and employing one in his own work.
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. a. Construct drawing using line and the principles of design.	6. a. Organizing cut shapes into a pleasing arrangement and using the composition as a basis for a line drawing.
	b. Construct drawings emphasizing color and the principles of design.	b. Developing a drawing on colored construction paper with a variety of colors of chalk creating the lines - the line colors interacting with themselves and the color by the paper should help achieve a unified, balanced composition.

Concepts	Performance Objectives	Suggested Activities
	c. Construct drawings emphasizing texture and the principles of design.	c. Creating a small collage of textured materials and developing a detailed drawing of the collage.
	d. Construct drawings emphsizing shape and the principles of design.	d. Creating animal drawings emphasizing texture.
	e. Construct drawings using illustrative form and the principles of design.	e. Superimposing contour drawings of the forms represented in a simple tissue collage.
7. An individual may express himself through drawing: The individual's perception of his environment influences his drawing.	7. a. Demonstrate the use of familiar environment in drawings.	7. a. Drawing from nature, emphasizing what is important to the individual (the drawings by various students could be compared in terms of what was important to each artist).
	b. Identify the influence of environment in drawings of well-known artists.	b. Selecting a drawing and comparing the work to the place and times in which the artist lived.

Concepts	Performance Objectives	Suggested Activities
8. An individual may express himself through drawing: An individual uses drawing to communicate a variety of ideas and emotions.	8. a. Demonstrate expressing himself through drawing (media, subject matter).	8. a. Developing drawings which emphasize the individuals interests and feelings.
	b. Identify the relationship of his work to the works of others.	b. Comparing and discussing the works of classmates.
	c. Identify the use of the properties of line as a means of communication in the works of well-known artists.	c. Comparing the works of artists living at the same time and utilizing similar subject matter. Describing how an artist may have felt in regards to the subject he used in a drawing.
	d. Identify and/or demonstrate the use of exaggeration in drawing.	d. Making caricatures of classmates. Comparing photographs of political figures to their caricatures in political cartoons.
	e. Demonstrate using the principles of design in drawings.	e. Creating small sketches and experimenting with composition prior to working on the actual drawing.

DRAWING

LEVEL IX

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of drawing are influenced by past and present cultures and environments: A style or technique of drawing may be exclusive to one artist or many.	1. a. Describe the effect of cultural patterns on drawing. b. Name the major periods in which artists of unique styles worked. c. Distinguish between several artists' interpretation of the same subject matter.	1. a. Investigating two different cultures and discussing the drawings produced in each culture. b. Collecting examples of drawings of artists having unique styles and making a bulletin board display grouping the drawings according to the art period. c. Comparing student work of identical subject matter. Discussing the differences in the drawings of well-known artists utilizing identical subject matter.
2. Styles and techniques of drawing are influenced by past and present cultures and environments: A knowledge of past and present trends in drawing can influence how an individual reacts to, analyzes, and evaluates the drawings he observes or produces.	2. Identify, in the works of well-known artists, techniques used to achieve special effects.	2. Comparing photographs and drawings of identical subject matter and discussing the effects evident in the drawings but lacking in the photographs.

Concepts	Performance Objectives	Suggested Activities
3. Materials and techniques determine the possibilities and limitations of drawing: A variety of media may be used in drawing.	3. a. Demonstrate and/or construct drawings using a variety of media (traditional, non-traditional).	3. a. Exploring and experimenting with a variety of drawing materials.
	b. Identify the various media used by well-known artists.	b. Comparing drawings created in a variety of media.
	c. Demonstrate a working vocabulary.	c. Describing the variety of effects to be achieved by various materials. Using mixed media to create a single drawing.
4. Materials and techniques determine the possibilities and limitations of drawing: A variety of tools may be used in drawing.	4. a. Demonstrate the proper care and use of tools in drawing.	4. a. Developing definite procedures for the use, care, and storage of tools and materials.
	b. Demonstrate the use of a variety of tools in drawing (traditional, non-traditional).	b. Selecting the appropriate tools for obtaining special effects.
	c. Demonstrate a working vocabulary.	c. Verbalizing about the use and care of various tools.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of drawing: A variety of techniques may be used in drawing.	5. a. Construct contour drawings using a variety of tools, media, and subject matter.	5. a. Drawing familiar scenes or objects and choosing a variety of media to create a contour drawing creating a specific effect.
	b. Construct gesture drawings using a variety of subject matter.	b. Creating small gesture drawings of active and inanimate objects.
	c. Identify, in the work of others, the use of gesture to create mass.	c. Comparing drawings utilizing gesture, ordering them in terms of mass evident.
	d. Demonstrate the use of gesture drawing as a means of capturing action and motion.	d. Drawing a series of five second gestures on one paper of a classmate performing a simple task (sitting on the floor) in very slow motion.
	e. Demonstrate the use of gesture to create mass.	e. Creating a gesture drawing of a group of inanimate objects of varying weights, the weights of the objects should be evident in the completed drawing.
	f. Demonstrate the use of gesture to capture the essence of forms.	f. Creating a gesture drawing using only essential lines to illustrate a title which is called out by the teacher (example: "Fat Woman Running") and given only several seconds to complete the drawing.

Level IX

Drawing

Concepts	Performance Objectives	Suggested Activities
	g. Distinguish between gesture drawing and other drawing techniques.	g. Making a contour drawing and a gesture drawing of the same subject.
	h. Demonstrate a working vocabulary for use in drawing.	h. Describing his technique to others.
	i. Demonstrate drawing techniques for use in other art areas.	i. Using gesture drawing to create preliminary sketches for sculpture emphasizing exaggeration of form.
	j. Demonstrate the relationships between objects through drawing.	j. Observing a still life arrangement and creating a drawing of the arrangement exaggerating all differences in sizes, shapes, proportions, textures, and spacings.
	k. Construct drawings in a variety of media using the various properties of line.	k. Selecting media appropriate to each and creating drawings conveying joy, sadness, and anger.
	l. Construct drawings utilizing simplicity and detail.	l. Creating three small drawings of the same object, each becoming more detailed.
	m. Demonstrate shading in drawings according to light source.	m. Making a drawing of objects, illuminated by a strong light source, emphasizing the value changes and highlights.

Level IX

Drawing

Concepts	Performance Objectives	Suggested Activities
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. a. Demonstrate altering the arrangement of the environment to add composition in drawing.	6. a. Making a drawing of an area of the room and reversing the lights and darks.
	b. Identify the use of a design principle in drawings.	b. Comparing two drawings of the same subject matter by different artists in which each treats the subject differently; pointing out how each utilized the design principles.
7. An individual may express himself through drawing: The individuals perception of his environment influences his drawing.	7. a. Demonstrate the use of unfamiliar environment in drawings.	7. a. Creating a drawing of a landscape on another planet.
	b. Construct drawings of a familiar environment.	b. Drawing from nature and conveying a mood or feeling through the drawing.
	c. Identify the influence of environment in the drawings of well-known artists.	c. Discussing drawings of inventions of da Vinci. Composing the drawings of various artists living at the same time in different cultures.
	d. Demonstrate the ability to select and remove objects from their environment integrating	d. Selecting a contemporary object to use as subject matter and creating a drawing in which the object is

Concepts	Performance Objectives	Suggested Activities
	then into compositions of new environments.	placed in a setting from another historical period (could be utilized in a cartoon).
8. An individual may express himself through drawing: An individual uses drawing to communicate a variety of ideas and emotions.	8. a. Demonstrate expressing himself through drawing (media, subject matter).	8. a. Drawing familiar scenes or objects and changing the quality of the line to create desired effects.
	b. Identify the relationships of his drawing to the drawings of others.	b. Comparing drawings of similar subject matter by different people.
	c. Demonstrate communicating moods and emotions through the properties of line in drawings.	c. Creating two small drawings of the same subject creating two different moods through the use of the line properties.
	d. Demonstrate the use of subject matter as a means of communication.	d. Selecting a subject to convey feelings regarding a social issue.
	e. Demonstrate the use of media as the means of creating moods.	e. Experimenting with various media prior to selecting one for a drawing to convey a specific mood.

Level IX

Drawing

Concepts	Performance Objectives	Suggested Activities
	f. Construct drawings utilizing exaggeration.	f. Creating a humorous cartoon emphasizing figures in action.
	g. Construction drawings emphasizing line and the principles of design.	g. Using a student model, magic marker, and a straight edge; creating a rendering of the model using the straight edge (no curved or free drawing lines).

DRAWING

LEVEL X

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of drawing are influenced by past and present cultures and environments: A style or technique of drawing may be exclusive to one artist.	1. a. Order the major periods of art including the prominent artists of each period.	1. a. Creating a time line depicting major art periods and prominent artists of each period.
	b. Describe the progression in the work of an individual artist.	b. Selecting an artist and writing brief descriptions of the progression in his works.
	c. Identify the subject matter associated with certain periods.	c. Comparing a group of drawings in terms of art periods and subject matter.
2. Styles and techniques of drawing are influenced by past and present cultures and environments; A knowledge of past and present trends in drawing can influence how an individual reacts to, analyzes, and evaluates the drawings he observes or produces.	2. a. Describe the effect of an artist's technique on the mood, feeling, and emotion conveyed in various drawings.	2. a. Discussing personal reactions to drawings and the probable causes of their reactions.
	b. Identify the occurrence of the art elements and principles of design in drawings throughout the history of art.	b. Selecting drawings from various periods and comparing the use and organization of the art elements.

Concepts	Performance Objectives	Suggested Activities
3. Materials and techniques determine the possibilities and limitations of drawing: A variety of media may be used in drawing.	3. a. Demonstrate and/or construct drawings using a variety of media (traditional, non-traditional).	3. a. Using media normally not employed in drawing (chiccled cigarette filter stuck on the end of a pencil and used as a brush, Q-tip dipped in bleach and applied to colored paper).
	b. Identify the various media used by well-known artists.	b. Selecting a media and collecting drawings which utilize it.
	c. Demonstrate a working vocabulary.	c. Discussing the use of various media for specific purposes.
4. Materials and techniques determine the possibilities and limitations of drawing: A variety of tools may be used in drawing.	4. a. Demonstrate the proper care and use of tools in drawing.	4. a. Developing definite procedures for the care, use, and storage of drawing tools.
	b. Demonstrate the use of a variety of tools in drawing (traditional, non-traditional).	b. Selecting and using tools for a specific purpose.
	c. Demonstrate a working vocabulary.	c. Comparing similarities and differences in the uses of various tools.

Level X

Drawing

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of drawing: A variety of techniques may be used in drawing.	5. a. Construct gesture drawings using a variety of tools, media, and subject matter.	5. a. Creating a series of gesture drawings in one composition using a variety of media.
	b. Demonstrate tonal shading.	b. Experimenting with india ink and brush using a wash technique.
	c. Identify the use of tonal shading in the works of well-known artists.	c. Collecting drawings which utilize tonal shading and arranging a display.
	d. Construct drawings utilizing tonal shading achieved through a variety of tools and media.	d. Making preliminary sketches utilizing crayon and tonal shading prior to executing the final drawing in a wash.
	e. Demonstrate the use of hatching in drawings.	e. Experimenting with pen and ink to achieve various degrees of value changes in objects.
	f. Distinguish between tonal shading and other shading techniques.	f. Comparing and discussing drawings utilizing a variety of shading techniques.
	g. Demonstrate a working vocabulary for use in drawing.	g. Describing the techniques that are easiest and most difficult for that individual to execute.

Concepts	Performance Objectives	Suggested Activities
	h. Demonstrate drawing techniques for use in other art areas.	h. Creating a drawing prior to painting in which the darker areas are roughly shaded in.
	i. Demonstrate the relationships between objects through drawing in a variety of media.	i. Drawing from nature, selecting the appropriate media for a desired effect.
	j. Construct drawings in a variety of media using the various properties of line.	j. Selecting a feeling or mood and emphasizing it through the properties of line.
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. Demonstrate altering the principles of design to aid composition in drawing.	6. Cutting out basic shapes to be used in a drawing and organizing them various ways prior to selecting the composition to be utilized in the drawing.
7. An individual may express himself through drawing: The individual's perception of his environment influences his drawing.	7. a. Identify the influence of environment in the drawings of well-known artists.	7. a. Comparing the life and works of a contemporary artist to that of an artist from a preceding period.

Concepts	Performance Objectives	Suggested Activities
	b. Construct drawings in which objects have been removed from their environment and integrated into composition of new environment.	b. Creating a drawing utilizing clear, cleanly drawn, pleasing lines from a still life arrangement composed of an unattractive display of litter, junk, and texture combinations.
8. An individual may express himself through drawing: An individual uses drawing to communicate a variety of ideas and emotions.	8. a. Demonstrate expressing himself through drawing (media, subject matter).	8. a. Selecting subject matter that lends itself to effective treatment through line drawing.
	b. Identify the relationships of his work to the works of others.	b. Evaluating drawings from different periods. Comparing his treatment of subject matter to the works of others utilizing similar subject matter.
	c. Construct drawings using the properties of line to communicate moods and emotions.	c. Drawing a self-portrait emphasizing the mood of the individual at that moment.
	d. Construct drawings using subject matter and media as a means of communication.	d. Drawing a poster which delivers a message without the use of words.

Level X

Drawing

Concepts	Performance Objectives	Suggested Activities
	e. Identify the use of the principles of design and the properties of line as a means of communication in the works of others.	e. Discussing personal reactions concerning a specific drawing and how the art elements are used and organized to justify the reactions.

DRAWING

LEVEL XI

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of drawing are influenced by past and present cultures and environments.	1. Identify the correlation of drawing with other forms of expression (literature, theater, music, dance) within major cultures of the past and present.	1. Writing a brief description of the music of a culture during a selected period and comparing this to the drawings of the culture at the time. Selecting a literary work and drawing an illustration for a cover that relates to work and the period.
2. Styles and techniques of drawing are influenced by past and present cultures and environments: A style or technique of drawing may be exclusive to one artist or many.	2. a. Distinguish among the characteristics of various periods of art.	2. a. Comparing the drawings executed during various art periods. Selecting a period of art and creating a drawing utilizing the characteristics of the art of that period.
	b. Name and identify artists working at the time of the leaders of major art trends.	b. Listing the names of art leaders and placing under them the names of other artists who were their contemporaries

Concepts	Performance Objectives	Suggested Activities
	c. Identify in various drawings those symbols indicative of the period or culture.	c. Research the religious symbols used in various works. Incorporating symbols used today in drawings.
	d. Identify specific movements within the major periods of art.	d. Selecting a period in art history and reporting on the movements during that period.
3. Styles and techniques of drawing are influenced by past and present cultures and environments: A knowledge of past and present trends in drawing can influence how an individual reacts to, analyzes, and evaluates the drawings he observes or produces.	3. Describe contemporary drawings as influenced by past periods and cultures.	3. Creating a drawing using a contemporary style and technique and based on a drawing (subject matter and composition) executed in the style of an earlier period.
4. Materials and techniques determine the possibilities and limitations of drawing: A variety of media may be used in drawing.	4. a. Demonstrate and/or construct drawings using a variety of media (traditional, non-traditional).	4. a. Selecting the appropriate media for desired effects. Examining drawings created through the use of a variety of media.

Concepts	Performance Objectives	Suggested Activities
	b. Identify the various media used by well-known artists.	b. Selecting a preferred media and collecting examples of drawings by artists utilizing the media.
	c. Demonstrate a working vocabulary.	c. Listing materials and quantities to be purchased for a drawing class.
5. Materials and techniques determine the possibilities and limitations of drawing: A variety of tools may be used in drawing.	5. a. Demonstrate the proper care and use of tools in drawing.	5. a. Teaching other students how the tools and materials should be used and cared for.
	b. Demonstrate the use of a variety of tools in drawing (traditional, non-traditional).	b. Experimenting with tools the student has not had an opportunity to use.
	c. Demonstrate a working vocabulary.	c. Discussing non-traditional tools employed in creating a drawing.
6. Materials and techniques determine the possibilities and limitations of drawing: A variety of techniques may be used in drawing.	6. a. Identify the use of hatching and cross-hatching in the work of well-known artists.	6. a. Comparing the value changes in the works of well-known artists.
	b. Demonstrate and/or construct drawings using hatching and cross-hatching.	b. Creating a cartoon using pen and ink and incorporating cross-hatching for value changes.

Concepts	Performance Objectives	Suggested Activities
	c. Distinguish between cross-hatching and other shading techniques.	c. Utilizing a wash technique to create tonal shading and accenting the darker areas with cross-hatching.
	d. Demonstrate using stippling for shading in drawings.	d. Examining closely the photographs in newspapers. Placing an object next to a source of strong light and utilizing the stippling technique to represent the value changes.
	e. Demonstrate a working vocabulary for use in drawing.	e. Discussing and comparing student works.
	f. Demonstrate drawing techniques for use in other art areas.	f. Making a sketch of an original abstract design to be used in a craft object.
	g. Construct drawings in a variety of media using the various properties of line.	g. Developing a series of drawings in a variety of media prior to combining the media in a final drawing.

Concepts	Performance Objectives	Suggested Activities
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. Identify and describe the different stages of developmental changes in the principles of design in drawings of well-known artists.	7. Comparing and discussing a series of drawings by the same artist.
8. An individual may express himself through drawing: The individual's perception of his environment influences his drawing.	8. Describe the effect of perception of environment in drawings of identical subject matter by different artists.	8. Selecting two artists living and working at different times, describe what their lives were like and compare this to their drawings of identical subject matter.
9. An individual may express himself through drawing: An individual uses drawing to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through drawing (media, subject matter, technique).	9. a. Selecting something about which he feels very strongly, the student will develop his feeling into a drawing.
	b. Identify and describe the relationship of his work to the works of others.	b. Utilizing a style and technique with which he feels comfortable, the student will execute a drawing and compare it to a drawing by an artist from a different period.
	c. Demonstrate the use of traditional and/or non-traditional tools, techniques, and media to communicate moods and emotions in drawing.	c. Creating non-objective drawings which convey a mood or idea.

DRAWING

LEVEL XII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of drawing are influenced by past and present cultures and environments.	1. a. Describe the influence of cultures on the patterns of major art periods within various geographical areas.	1. a. Selecting an art period and a specific geographical area, investigate the culture of the period and its effects on the art produced.
	b. Describe the similarities and differences of the effects of the culture on the patterns of development of drawing in various geographical areas.	b. Using examples of drawings, give a presentation comparing the development of drawing in two geographical areas.
2. Styles and techniques of drawing are influenced by past and present cultures and environments: A style or technique of drawing may be exclusive to one artist or many.	2. a. Identify and describe the similar pattern of development of the major art periods (rise, peak, decline).	2. a. Comparing drawings executed during various art periods at different stages of the period.
	b. Identify art styles which developed as a reaction against the previous period.	b. Selecting a drawing and using it as a basis for creating a drawing which utilizes the same subject matter but incorporates a contemporary style.
	c. Identify art styles which developed as an outgrowth of the previous period.	c. Placing examples of drawings on a time line.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques of drawing are influenced by past and present cultures and environment: A knowledge of past and present trends in drawing can influence how an individual reacts to, analyzes, and evaluates the drawings he observes or produces.	3. Demonstrate evaluating drawings by style, technique, and composition as influenced by past and present trends.	3. Writing intricate reviews of a group of drawings by an artist of an early art period --- one review should be written as if the critic were living during that period and one written as if the artist were living and working in the present.
4. Materials and techniques determine the possibilities and limitations of drawing: A variety of media may be used in drawing.	4. a. Demonstrate and/or construct drawings using a variety of media (traditional, non-traditional). b. Identify the various media used by well-known artists. c. Demonstrate a working vocabulary.	4. a. Creating drawings which emphasize the interests and feelings of the student. b. Selecting an artist and working in the media used by that artist. c. Discussing and predicting drawing media of the future.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of drawing: A variety of tools may be used in drawing.	5. a. Demonstrate the proper care and uses of tools in drawing.	5. a. Develop a definite procedure for the care, use, and storage of drawing tools.
	b. Demonstrate the use of a variety of tools in drawing (traditional, non-traditional).	b. Utilizing a variety of tools in crayon etching.
	c. Demonstrate a working vocabulary.	c. Discussing preferences for certain drawing tools.
6. Materials and techniques determine the possibilities and limitations of drawing: A variety of techniques may be used in drawing.	6. a. Construct drawings using a variety of shading techniques, subject matter, tools, and materials.	6. a. Making a small representational drawing to be abstracted into a larger composition.
	b. Construct drawings using shading techniques relative to the subject matter.	b. Drawing a variety of objects and selecting the shading technique which best represents the texture and lighting of the object.
	c. Demonstrate a working vocabulary for use in drawing.	c. Discussing preferences for various techniques.
	d. Demonstrate drawing techniques for use in other art areas.	d. Creating a drawing to be utilized in silk screen printing.

Concepts	Performance Objectives	Suggested Activities
	e. Construct drawings in a variety of media using the various properties of line.	e. Dividing a paper into four sections and using a different drawing style and media of the same subject matter in each section: (1) a realistic drawing, (2) contour drawing, (3) gesture drawing, (4) taking interesting parts of the three and combining them into an abstracted representation.
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Demonstrate the interaction and relationships of the principles of design and elements of art in drawing composition.	7. a. Experimenting drawing on a sheet of clear plastic with brush and ink, wiping off and making changes whenever necessary.
	b. Describe the use and interaction of the principles of design and elements of art in his own drawings.	b. Discussing his work with classmates in terms of composition.
8. An individual may express himself through drawing: The individual's perception of his environment influences his drawing.	8. a. Describe the influence of environment in drawings of well-known artists.	8. a. Discussing differences in the drawings of artists living and working during the same period.

Concepts	Performance Objectives	Suggested Activities
	b. Construct drawings of familiar environment.	b. Selecting subject matter relative to contemporary living and executing the drawing in a media consistent with the subject matter.
9. An individual may express himself through drawing: An individual uses drawing to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through drawing (media, subject matter, technique).	9. a. Creating a non-objective drawing utilizing media and technique to convey a definite idea.
	b. Identify and describe the relationship of his work to the works of others.	b. Displaying a number of student drawings and discussing the similarities and differences.
	c. Construct drawings using traditional and/or non-traditional tools, techniques, and media to communicate selected moods and emotions.	c. Drawing on a clay slab utilizing a variety of objects as tools (combs, nails, ruler, etc.).

PAINTING

PAINTING

CONCEPTS

A. Styles and techniques of painting are influenced by past and present cultures.
   1. A style or technique of painting may be exclusive to one artist or many.

   2. A knowledge of past and present trends in painting can influence how an individual reacts to, analyzes, and evaluates the paintings he observes or produces.

B. Materials and techniques determine the possibilities and limitations of painting.
   1. A variety of media may be used in painting.

   2. A variety of tools may be used in painting.

   3. A variety of techniques may be used in painting.

C. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.

D. An individual may express himself through painting.
   1. The individual's perception of his environment influences his painting.

   2. An individual uses painting to communicate a variety of ideas and emotions.

PAINTING

LEVEL VIII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of painting are influenced by past and present cultures and environments: A style or technique of painting may be exclusive to one artist or many.	1. a. Identify major painting styles and techniques associated with various periods in history.	1. a. Selecting a culture and creating a painting in that style. Comparing paintings of various artists in terms of the most unique styles.
	b. Identify paintings by subject matter: Portraiture, landscape, still life, seascape, cityscape, group portrait, abstract, or non-objective.	b. Grouping paintings by subject matter and labeling them.
2. Styles and techniques of painting are influenced by past and present cultures and environment: A knowledge of past and present trends in painting can influence how an individual reacts to, analyzes, and evaluates paintings he observes or produces.	2. a. Distinguish among the various techniques used in painting by the same and different artists.	2. a. Describing major painting techniques and grouping paintings according to the description of the techniques.
	b. Identify the correlation of contemporary painting with other forms of contemporary expression, (theater, literature, music, dance).	b. Comparing paintings with aspects of related arts as subject matter to the arts themselves.

Level VIII

Painting

Concepts	Performance Objectives	Suggested Activities
3. Materials and techniques determine the possibilities and limitations of painting: A variety of media may be used in painting.	3. a. Demonstrate a working vocabulary.	3. a. Discussing and reacting to the use of various painting media.
	b. Demonstrate the use of painting in creating collage.	b. Arranging textured surfaces in a collage and applying paint to emphasize certain textures.
	c. Distinguish among the effects of a specific color medium on a variety of traditional and non-traditional surfaces.	c. Applying actual textures on a painting (sand, cloth, etc.) and applying paint to parts of these textures to emphasize depth.
	d. Identify specific media in terms of its transparent or opaque qualities.	d. Comparing paintings utilizing transparent watercolors, tempera, oils, and acrylics.
4. Materials and techniques determine the possibilities and limitations of painting: A variety of media may be used in painting. A variety of techniques may be used in painting.	4. Demonstrate represented textures with a variety of painting media and techniques.	4. Creating a painting based on a previously constructed collage.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of painting: A variety of tools may be used in painting.	5. a. Demonstrate the proper care and use of tools in painting.	5. a. Describing the uses of various painting tools. Developing a definite procedure for the care, use, and storage of tools and materials.
	b. Demonstrate using a variety of painting tools to create various textures.	b. Using a pallet knife or tongue depressor to apply thick tempera paint.
6. Materials and techniques determine the possibilities and limitations of painting: A variety of techniques may be used in painting.	6. a. Identify advancing and receding colors.	6. a. Ordering colors in terms of their advancing and receding qualities.
	b. Identify and demonstrate a wash technique.	b. Creating a painting in which a wash technique is employed to achieve the illusion of depth (wash in background and heavier thicker paint in the foreground).
	c. Identify and demonstrate spatial relationships in painting through the properties and positions of line.	c. Creating a painting utilizing subject matter that encourages the exaggeration of depth.

Concepts	Performance Objectives	Suggested Activities
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Demonstrate the use of a traditional 12-color color wheel in selecting colors and color combinations.	7. a. Discussing the color combinations utilized in his paintings.
	b. Demonstrate using related and unrelated color schemes.	b. Making two small paintings of the same subject matter, one using a related color scheme and the other unrelated.
	c. Describe the relationships of colors as they are organized on a traditional 12-color color wheel.	c. Making a traditional 12-color color wheel using primary colors only.
	d. Identify the use of variety in various paintings.	d. Comparing paintings with very little variety to those emphasizing variety.
	e. Demonstrate the use of contrast and emphasis in creating variety in paintings.	e. Creating a painting based on similar shapes (a crowd of people, used car lot, etc.) and creating variety and a center of interest.
8. An individual may express himself through painting.	8. Identify the relationship of his work to the works of others.	8. Discussing the similarities and differences in student work.

Level VIII

Painting

Concepts	Performance Objectives	Suggested Activities
9. An individual may express himself through painting: The individual's perception of his environment influences his painting.	9. Construct paintings of familiar environment.	9. Selecting an area of the room as subject matter.
10. An individual may express himself through painting: An individual uses painting to communicate a variety of ideas and emotions.	10. Demonstrate the control of a painting media to create desired effects.	10. Writing a short paragraph explaining the mood or feeling to be conveyed in a completed painting; compare it to the written statement.

PAINTING

LEVEL IX

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of painting are influenced by past and present cultures and environments: A style or technique of painting may be exclusive to one artist or many.	1. a. Identify the works of artists having a unique style. b. Distinguish between different artists' interpretation of the same subject matter.	1. a. Investigating two different cultures and discussing the drawings produced in each culture. b. Discussing the differences in the drawings of well-known artists utilizing identical subject matter.
2. Styles and techniques of painting are influenced by past and present cultures and environments: A knowledge of past and present trends in painting can influence how an individual reacts to, analyzes, and evaluates the paintings he observes or produces.	2. Identify the techniques used to achieve special effects in the works of well-known artists.	2. Discussing personal reactions to selected paintings and how the artists has handled the media to evoke the reactions.
3. Materials and techniques determine the possibilities and limitations of painting: A variety of media may be used in painting.	3. a. Demonstrate a working vocabulary.	3. a. Describing the major differences in the various painting materials.

Concepts	Performance Objectives	Suggested Activities
	b. Distinguish among the effects of a variety of painting media on the same surface.	b. Using a variety of painting media within the same composition.
	c. Demonstrate the use of the painting medium in other art areas.	c. Painting a design suitable for use on a craft object.
4. Materials and techniques determine the possibilities and limitations of painting: A variety of tools may be used in painting.	4. Demonstrate the proper care and use of tools in painting.	4. Developing a definite procedure in the care, use, and storage of tools and materials.
5. Materials and techniques determine the possibilities and limitations of painting: A variety of techniques may be used in painting.	5. a. Demonstrate combining collage and painting techniques within the same work.	5. a. Describing the techniques used in his paintings. Selecting a representational painting by a well-known artist and organizing cut paper to represent the major shapes in the painting; applying paint to the cut-paper composition to complete an abstract or non-objective composition.

Level IX

Painting

Concepts	Performance Objectives	Suggested Activities
	b. Identify and demonstrate spatial relationships in painting through the properties and positions of line and shape.	b. Creating a value painting of a selected area in the school emphasizing distance.
	c. Demonstrate the use of wash techniques with a variety of media.	c. Experimenting with wash techniques in different media prior to selecting one for a composition.
	d. Demonstrate dry brush technique.	d. Creating a small color sketch of an outdoor scene emphasizing grass and leaf textures.
	e. Demonstrate the use of wet into wet to achieve specific effects.	e. Creating a painting which conveys a mysterious mood by carefully omitting definite edges of shapes.
	f. Name characteristics of advancing and receding colors.	f. Discussing compositions employing the use of advancing and receding colors.
	g. Demonstrate the use of advancing and receding colors in painting.	g. Placing a series of shapes one in front of the other in a composition and utilizing advancing colors in the foreground and receding colors in the background.

Concepts	Performance Objectives	Suggested Activities
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. a. Identify methods used to alter the value of a color.	6. a. Creating a composition based on a geometric shape and utilizing a monochromatic color scheme.
	b. Identify methods used to alter the intensity of a color.	b. Creating a color scheme to decorate the interior of a home; using black, white, and the primary colors.
	c. Identify the use of principles of design and art elements to balance the composition of a painting.	c. Using paper scraps to experiment with balance in small compositions and the problems and solutions to the paintings of well-known artists.
	d. Demonstrate balance in a painting.	d. Creating a portrait emphasizing asymmetric balance after doing a series of small sketches for study.
	e. Describe the effects of related and contrasting color schemes.	e. Comparing and discussing pictures of home interiors from magazines.
	f. Demonstrate design changes through color experiment.	f. Using a design based on geometric shapes, doing one painting utilizing a contrasting color scheme and another painting of the same composition utilizing a related color scheme.

Level IX

Painting

Concepts	Performance Objectives	Suggested Activities
7. An individual may express himself through painting: The individual's perception of his environment influences his painting.	7. Construct paintings of familiar environment.	7. Creating a painting of a selected local festivity.
8. An individual may express himself through painting: The individual's perception of his environment influences his painting. An individual uses painting to communicate a variety of ideas and emotions.	8. Describe and/or demonstrate abstraction through painting.	8. Selecting a familiar object and abstracting it to convey a selected mood or feeling.
9. An individual may express himself through painting: An individual uses painting to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through painting (media, subject matter, technique).	9. a. Selecting his favorite school subject and developing a painting utilizing symbols related to that subject.
	b. Identify the relationship of his work to the works of others.	b. Discussing similarities in the works of classmates that appear to have no obvious similarities.

PAINTING

LEVEL X

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of painting are influenced by past and present cultures and environment: A style or technique of painting may be exclusive to one artist or many.	1. a. Order the major periods of art including the prominent artists of each period.	1. a. Creating a time line depicting major art periods and prominent artists of each period.
	b. Describe the progression in the work of an individual artist.	b. Selecting two artists who worked during the same period and comparing the progressions in their work.
	c. Identify the subject matter associated with certain periods.	c. Choosing a specific period and using the subject matter associated with that period to develop a painting in which the subject matter is treated in a contemporary manner.
2. Styles and techniques of painting are influenced by past and present cultures and environments: A knowledge of past and present trends in painting can influence how an individual reacts to, analyzes, and evaluates the paintings he observes or produces.	2. a. Describe the effect of style and technique on the mood, feeling, and emotion conveyed in various paintings.	2. a. Selecting a painting emphasizing a particular mood and utilizing the same subject matter, creating a painting conveying a different mood. (The two paintings should then be compared)

Concepts	Performance Objectives	Suggested Activities
	b. Identify the occurrence of the elements of art and principles of design in paintings through the history of art.	b. Selecting paintings from various periods and comparing the use and organization of the art elements.
3. Materials and techniques determine the possibilities and limitations of painting: A variety of media may be used in painting.	3. a. Demonstrate a working vocabulary.	3. a. Discussing the effects achieved by combining various media.
	b. Demonstrate control over a specific medium to achieve a variety of effects.	b. Utilizing the same medium in two different techniques.
4. Materials and techniques determine the possibilities and limitations of painting: A variety of tools may be used.	4. a. Demonstrate the proper care and use of tools in painting.	4. a. Describing the various ways one painting tool may be used. Developing a definite procedure for the care, use, and storage of painting tools.
	b. Demonstrate selecting and using a specific tool to create a desired effect.	b. Experimenting with two or more different tools to achieve a desired effect and selecting the appropriate one.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of painting: A variety of techniques may be used in painting.	5. a. Demonstrate the use of the properties and positions of actual and/or represented textures to create spatial relationships in collage.	5. a. Utilizing a variety of materials to create a collage based on a still life arrangement.
	b. Demonstrate utilizing detail in painting.	b. Selecting a small area of a previously executed painting and doing another painting of this area emphasizing all of the detail lacking in the first composition.
	c. Distinguish between the effects of wash, dry brush, and wet into wet techniques.	c. Studying paintings utilizing the three techniques prior to selecting one for developing a self portrait.
	d. Demonstrate the use of wash and dry brush techniques in relation to a variety of subject matter.	d. Making quick study sketches outdoors in preparation for creating a larger painting.
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. a. Demonstrate using a variety of values of the same hue in a painting.	6. a. Creating a painting of a night scene utilizing one color and black and white.

Level X

Painting

Concepts	Performance Objectives	Suggested Activities
	b. Demonstrate using various intensities of the same hue in a painting.	b. Creating shapes of various intensities of the same color, cutting them out and arranging them into a composition emphasizing the spatial relationships of the shapes.
	c. Identify the use of rhythm and repetition to create movement in a variety of paintings.	c. Using the edge of a strip of tagboard or cardboard to apply paint in creating a composition. Creating a painting based on represented textures.
7. An individual may express himself through painting: The individual's perception of his environment influences his painting.	7. a. Identify the influence of environment in the paintings of well-known artists. b. Distinguish among color properties in reflected light, shadow, and shade in the environment.	7. a. Comparing the life and works of a contemporary artist to that of an artist from a preceding period. b. Studying the effects of various lighting conditions on a brightly colored object.

Level X

Painting

Concepts	Performance Objectives	Suggested Activities
8. An individual may express himself through painting: An individual uses painting to communicate a variety of ideas and emotions.	8. a. Demonstrate expressing himself through painting.	8. a. Creating a painting employing bright contrasting colors using as subject matter that which is not usually associated with bright colors.
	b. Construct a non-objective painting which communicates a dominant pre-determined feeling or emotion.	b. Selecting a mood or feeling not usually associated with visual subject matter (confused, forgotten, irritating sounds, etc.) and creating a non-objective painting to convey the mood or feeling.

PAINTING

LEVEL XI

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of painting are influenced by past and present cultures and environments.	1. Identify the correlation of painting with other forms of expression (literature, theater, music, dance) within major cultures of the past and present.	1. Creating a painting illustrating a literary work of a past period utilizing a style and technique that is consistent with that period and work. Creating a painting which reflects the mood of a specific literary work.
2. Styles and techniques of painting are influenced by past and present cultures and environments: A style or technique of painting may be exclusive to one artist or many.	2. a. Distinguish among the characteristics of various periods of art. b. Name and identify artists working at the time of the leaders of major art trends. c. Identify, in various paintings, those symbols indicative of the period or culture. d. Identify specific movements within the major periods of art.	2. a. Comparing the methods used to create spatial relationships in the paintings of various periods. b. Listing the names of art leaders and placing under them the name of other artists who worked at the same period. c. Incorporating in paintings symbols that are used today. d. Reading selected works devoted to specific art periods.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques of painting are influenced by past and present cultures and environments: A knowledge of past and present trends in painting can influence how an individual reacts to, analyzes, and evaluates the paintings he observes or produces.	3. Describe contemporary paintings as influenced by past periods and cultures.	3. Creating a painting using a contemporary style and technique and based on a painting (subject matter and composition) executed in the style of an earlier period.
4. Materials and techniques determine the possibilities and limitations of painting: A variety of media may be used in painting.	4. a. Demonstrate consideration of the possibilities and limitations of media used in creating paintings.	4. a. Discussing the effects technological discoveries and developments have on artists.
	b. Distinguish between permanent and non-permanent painting materials.	b. Comparing paintings that are deteriorating to those done at the same time and are standing the test of time.
	c. Demonstrate a working vocabulary.	c. Discussing the problems encountered by artists when they had to make their own colors.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of painting: A variety of tools may be used in painting.	5. a. Demonstrate the proper care and use of tools in painting.	5. a. Discussing non-traditional tools employed in painting. Developing definite procedures for the care, use, and storage of painting equipment.
6. Materials and techniques determine the possibilities and limitations of painting: A variety of techniques may be used in painting.	6. a. Demonstrate the use of a style unique to a major artist or group of artists.	6. a. Selecting the work of artists and utilizing that style in a painting employing different subject matter than that used by the artist selected.
	b. Demonstrate selecting and utilizing wash, dry brush, or wet on wet techniques to achieve desired effects.	b. Developing a sketch for a painting and selecting the technique that will best achieve the desired effect in the final composition.
	c. Demonstrate hard edge painting.	c. Using masking tape on masonite to create a painting based on geometric shapes using acrylic paints.
	d. Identify and demonstrate spatial relationships in painting through the properties and positions of color.	d. Creating a painting based on geometric shapes and utilizing strengths and weaknesses of colors and color combinations to create a spatial relationship.

Concepts	Performance Objectives	Suggested Activities
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Demonstrate specific effects in a painting through the use and variation of value and intensity.	7. a. Selecting subject matter that normally is not related to a particular mood or idea and developing it to create the desired effect.
	b. Identify and name a variety of ways to create movement in paintings.	b. Discussing where and how the eye is lead in a variety of paintings.
	c. Demonstrate creating movement in a painting.	c. Making a tracing paper overlay of a sketch and utilizing arrows to indicate the movement.
	d. Identify the use of color to create illusionary form in various paintings.	d. Comparing paintings of similar subject matter utilizing different methods to achieve depth.
8. An individual may express himself through painting: The individual's perception of his environment influences his painting.	8. Describe the effect of perception of environment in paintings of identical subject matter by different artists.	8. Comparing the works of classmates utilizing the same subject matter.

Concepts	Performance Objectives	Suggested Activities
9. An individual may express himself through painting: An individual uses painting to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through painting (media, subject matter, technique).	9. a. Selecting a favorite color and developing a composition to convey the individual's feeling about the color.
	b. Identify and describe the relationships of his work to the works of others.	b. Comparing and discussing student work.
	c. Demonstrate selecting and utilizing subject matter to relate to a specific mood in a painting.	c. Selecting from a list of words (joy, pollution, rotten, fear, etc.) choose a word and develop a painting utilizing subject matter to aid in conveying the mood of the word chosen.
	d. Demonstrate the use of traditional and/or non-traditional tools, techniques, and media to communicate moods and emotions in paintings.	d. Emphasizing a mood or emotion through the use of textures.

PAINTING

LEVEL XII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of painting are influenced by past and present cultures.	1. Describe similarities and differences of the effects of the culture on the patterns of the development of painting in various geographical areas.	1. Comparing the patterns of the development of painting in the Western and Eastern Worlds.
2. Styles and techniques of painting are influenced by past and present cultures: A style or technique of painting may be exclusive to one artist or many.	2. a. Identify and describe the similar pattern of development of the major art periods (rise, peak, decline).	2. a. Comparing the pattern of development of a recent art trend to one occurring in the past.
	b. Identify those art styles which developed as a reaction against the previous period.	b. Selecting an art style and creating a painting contrary to the selected style.
	c. Identify those art styles which developed as an outgrowth of the previous period.	c. Selecting a painting and creating a painting that could be considered the next stage in developing the style.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques of painting are influenced by past and present cultures: A knowledge of past and present trends in painting can influence how an individual reacts to, analyzes, and evaluates the paintings he observes or produces.	3. Demonstrate evaluating paintings by style, technique, and composition as influenced by past and present trends.	.3. Selecting well-known paintings that do not appeal to the individual and discussing their place in art history.
4. Materials and techniques determine the possibilities and limitations of painting: A variety of media may be used in painting.	4. a. Demonstrate a working vocabulary. b. Demonstrate the selection and application of a specific painting medium on a specific surface to achieve desired effects.	4. a. Comparing and discussing a variety of paintings. b. Experimenting with a variety of surfaces prior to selecting one for a painting.
5. Materials and techniques determine the possibilities and limitations of painting: A variety of tools may be used in painting.	5. Demonstrate the selection and use of specific painting tools to achieve desired effects.	5. Utilizing non-traditional painting tools.

Concepts	Performance Objectives	Suggested Activities
6. Materials and techniques determine the possibilities and limitations of painting: A variety of techniques may be used in painting.	6. a. Demonstrate the selection and use of specific techniques to achieve desired effects.	6. a. Combining techniques for special effects.
	b. Demonstrate the control of aerial perspective to achieve desired spatial effects.	b. Painting a cityscape emphasizing depth.
	c. Identify and demonstrate spatial relationships in painting achieved through the properties and positions of actual and/or represented textures.	c. Creating a painting in which actual textures are glued to the surface in certain areas.
	d. Demonstrate translating reflected light, shadow, and shade in a representational painting.	d. Selecting an unusual view of a familiar object and creating a representational painting.
	e. Demonstrate combining a variety of media and techniques in paintings.	e. Selecting from a variety of media.
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. Identify, describe, and demonstrate the use of the harmonious interrelationships of the elements of art and principles of design to create unity.	7. Describe and define his own paintings in terms of composition.

Concepts	Performance Objectives	Suggested Activities
8. An individual may express himself through painting: The individual's perception of his environment influences his painting.	8. Construct paintings of familiar environment.	8. Selecting a familiar area (at school, in the home, outdoors) and creating a mood not usually associated with the area.
9. An individual may express himself through painting: An individual uses painting to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through painting (media, subject matter, technique).	9. a. Selecting a feeling and conveying it through a non-objective painting.
	b. Identify and describe the relationships of his work to the works of others.	b. Discussing various stages in the development of student work.
	c. Construct paintings to communicate selected moods and emotions.	c. Creating a painting that makes a social statement.

SCULPTURE

SCULPTURE

CONCEPTS

A. Styles and techniques of sculpturing are influenced by past and present cultures and environments.
   1. A style or technique of sculpturing may be exclusive to one artist or many.

   2. A knowledge of past and present trends in sculpture can influence how an individual reacts to, analyzes, and evaluates the sculpture he observes or produces.

B. Materials and techniques determine the possibilities and limitations of sculpturing.
   1. A variety of media may be used in sculpturing.

   2. A variety of tools may be used in sculpturing.

   3. A variety of techniques may be used in sculpturing.

C. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.

D. An individual may express himself through sculpture.
   1. The individual's perception of his environment influences his sculpture.

   2. An individual uses sculpture to communicate a variety of ideas and emotions.

SCULPTURE

LEVEL VIII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of sculpturing are influenced by past and present cultures and environments.	1. Identify specific sculpturing styles and techniques associated with various cultures.	1. Studying slides of sculpture produced by various cultures. Taking trips to museums.
2. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A style or technique of sculpturing may be exclusive to one artist or many.	2. a. Identify the work of artists having a unique style.	2. a. Comparing the works of Roman and Greek sculptures, neo-classical and modern, renaissance and primitive man. Comparing sculptures in terms of different kinds of technique.
	b. Identify sculpture by subject matter: Bust, torso, group compositions, abstract, non-objective, or environmental.	b. Comparing paintings and sculptures in terms of subject matter.
3. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A knowledge of past and present trends in sculpture can influence how an	3. a. Distinguish among the various techniques used in sculpture by the same and different artists.	3. a. Discussing similarities in the works of sculptors who worked during different periods.

Concepts	Performance Objectives	Suggested Activities
individual reacts to, analyzes, and evaluates the sculpture he observes or produces.	b. Identify the correlation of contemporary sculpture with other forms of contemporary expression (theater, literature, music, dance).	b. Comparing architecture with other forms of contemporary expression.
	c. Describe elements in new sculptural styles that are outgrowths or reactions to a former sculptural style.	c. Comparing examples of traditional sculpture with Dada, Pop, etc. sculpture.
4. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of media may be used in sculpturing.	4. a. Demonstrate a working vocabulary for use in sculpture.	4. a. Keeping a list of words and definitions associated with sculpture.
	b. Identify the relationship between subject matter and materials in the sculpture of others.	b. Comparing the works of sculptors utilizing the same materials.
5. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of tools may be used in sculpturing.	5. a. Demonstrate the proper use and care of tools and materials.	5. a. Presenting demonstrations to the class involving the care and use of specific tools.
	b. Demonstrate the use of a variety of tools and a means of determining surface quality.	b. Discussing how a piece of sculpture was executed. Casting plaster in a plastic bag and creating textures on the surface of the resulting

Concepts	Performance Objectives	Suggested Activities
		free form.
6. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of techniques may be used in sculpturing.	6. a. Identify different processes and materials used by sculptors having a unique style.	6. a. Comparing the different techniques utilized in two sculptures. Comparing mobiles created by different artists.
	b. Demonstrate and describe the additive process.	b. Creating a clay sculpture and discussing the various stages of development.
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Identify the elements of art and principles of design apparent in the works of others.	7. a. Pointing out those elements and principles emphasized in selected works.
	b. Distinguish among the various techniques used in sculpture by the same and different artists.	b. Pointing out various elements observed in sculpture and discussing the methods used to achieve them.
	c. Identify leaders and their contributions to the field of sculpture.	c. Selecting a contemporary work and comparing it to the works created by leading sculptors of the past.

Concepts	Performance Objectives	Suggested Activities
8. An individual may express himself through sculpture: The individual's perception of his environment influences his sculpture.	8. a. Identify the work of sculptors having a unique style.	8. a. Comparing his work to that of a well-known sculptor's having a similar style.
	b. Identify sculpture by subject matter and type: portraiture, relief, group composition, stabiles, mobiles, abstract, non-objective.	b. Grouping sculpture according to subject matter and type.
	c. Identify specific sculpture styles and techniques associated with various cultures.	c. Comparing oriental sculpture to that of the western world.
	d. Demonstrate selecting and utilizing familiar subject matter in sculpture.	d. Creating sculpture representing an animal kept as a pet.
	e. Identify the influence of environment in the sculpture of well-known artists.	e. Selecting a work and comparing the sculpture to the place and times in which the sculptor lived.
9. An individual may express himself through sculpture: An individual uses sculpture to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through sculpture (media, subject matter).	9. a. Creating three-dimensional compositions through the use of a variety of media.

Concepts	Performance Objectives	Suggested Activities
	b. Identify the relationship of his work to the works of others.	b. Comparing the sculptures created in class utilizing the same subject matter.
	c. Identify the use of form as a means of communication in the works of well-known artists.	c. Comparing different treatments of similar subject matter.
	d. Identify and/or demonstrate exaggeration of form in sculpture.	d. Creating clay caricatures of prominent individuals.
	e. Demonstrate considering and utilizing the principles of design in sculpture.	e. Creating and discussing preliminary sketches of sculptural works.

SCULPTURE

LEVEL IX

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of sculpturing are influenced by past and present cultures and environments.	1. Describe the effect of cultural patterns on sculpture.	1. Investigating two different cultures and discussing the sculpture produced in each culture.
2. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A style or technique of sculpturing may be exclusive to one artist or many.	2. a. Name the major periods in which artists of unique styles worked.	2. a. Collecting pictures of the sculpture of artists having unique styles and making a bulletin board display grouping the sculpture according to the art period.
	b. Distinguish among various artists interpretation of the same subject matter.	b. Comparing student work depicting the same subject matter.
3. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A knowledge of past and present trends in sculpture can influence how an individual reacts to, analyzes, and evaluates the sculpture he observes or produces.	3. Identify, in the works of well-known artists, techniques used to achieve specific effects.	3. Describing personal reactions to sculptural works and relating the techniques to the reaction.

Concepts	Performance Objectives	Suggested Activities
4. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of media may be used in sculpturing.	4. a. Describe the possibilities and limitations of materials used in sculpture.	4. a. Developing sketches for a piece of sculpture and selecting the material to carry out the work.
	b. Demonstrate creating sculpture through a variety of materials.	b. Developing a sculptural form utilizing a material new to the student.
	c. Demonstrate developing an idea through sketches and selecting the material and process best suited.	c. Selecting two-dimensional compositions which appeal to the student and creating sculptural forms based on these compositions.
	d. Demonstrate the proper use and care of materials and tools.	d. Developing definite procedures for the care, use, and storage of materials and tools.
	e. Demonstrate a working vocabulary.	e. Exchanging ideas as the sculpture develops.
5. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of tools may be used in sculpturing.	5. a. Demonstrate a working vocabulary.	5. a. Describing how certain effects are achieved through the use of tools.
	b. Demonstrate the proper use and care of tools.	b. Making certain that the tools are cleaned after using.

Concepts	Performance Objectives	Suggested Activities
	c. Demonstrate the ability to create textured surfaces through the use of a variety of tools.	c. Making a sand casting in which a variety of tools have been used to create designs in the sand.
6. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of techniques may be used in sculpturing.	6. a. Demonstrate a working vocabulary.	6. a. Discussing student work.
	b. Identify techniques used to achieve specific effects in the works of well-known artists.	b. Discussing the effects achieved in the works of well-known artists and duplicating selected effects in student work.
	c. Distinguish among different artists' interpretation of the same subject matter and the methods used to solve the problems involved.	c. Solving a specific sculptural problem and finding a work in which an artist solved the problem differently.
	d. Describe and/or demonstrate the subtractive process.	d. Developing a variety of approaches to an idea and selecting the one most suitable for working in the subtractive process.
	e. Demonstrate the use of open and closed form.	e. Constructing forms from materials that are conducive to creating open areas (cardboard, plastic, paper, etc.).

Level IX

Sculpture

Concepts	Performance Objectives	Suggested Activities
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Identify and describe the similar use of the elements of art and principles of design by sculptors of the same culture.	7. a. Discussing similarities in the works of artists of the same culture. Creating a piece of sculpture in which the art elements are organized in a manner similar to a selected culture and period.
	b. Demonstrate a working vocabulary.	b. Discussing the use of the art elements in sculptural works.
8. An individual may express himself through sculpture: The individual's perception of his environment influences his sculpture.	8. a. Identify the influence of environment in the sculpture of well-known artists.	8. a. Comparing the sculpture of various artists living at the same time in different cultures.
	b. Distinguish among a variety of artist's interpretation of the same subject matter.	b. Selecting an item as subject matter (cats, hands, birds, etc.) and trace the treatment of the subject through various art periods.
	c. Demonstrate abstracting a form.	c. Studying a selected subject in depth and creating a sculptural form in which the subject is reduced to its barest essentials.

Concepts	Performance Objectives	Suggested Activities
9. An individual may express himself through sculpture: An individual uses sculpture to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through sculpture.	9. a. Selecting a feeling or mood and conveying through one simple form, making full use of the surface quality of the material.
	b. Identify the relationship of his work to the works of others.	b. Discussing the problems involved in the works of classmates and how the problems were resolved.
	c. Demonstrate expressing mood and emotion through form.	c. Experimenting with clay to develop a form which conveys a definite mood or feeling.
	d. Demonstrate the use of subject matter as a means of communication.	d. Utilizing the human figure to convey a mood in a sculptural work.
	e. Demonstrate the selection and use of media as a means of creating mood.	e. Using a variety of colors of paper to create paper sculpture which conveys a definite feeling.
	f. Construct sculpture using exaggeration of form.	f. Making grotesque masks, gargoyles, caricatures, totems, etc.
	g. Construct sculpture employing the principle of design.	g. Describing the use of design principles in various stages of development in his sculpture.

SCULPTURE

LEVEL X

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A style or technique of sculpturing may be exclusive to one artist or many.	1. a. Order the major periods of art, including the prominent sculptors of each period.	1. a. Creating a time line depicting major art periods and prominent sculptors of each period.
	b. Describe the progression in the work of an individual sculptor.	b. Selecting a sculptor and writing brief descriptions of the progression in his work.
	c. Identify the subject matter associated with certain periods.	c. Comparing sculptural works in terms of art periods and subject matter.
2. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A knowledge of past and present trends in sculpture can influence how an individual reacts to, analyzes, and evaluates the sculpture he observes or produces.	2. a. Identify the occurrence of the elements of art and principles of design in sculpture throughout history.	2. a. Compare contrasting examples of sculpture in terms of utilizing art elements and principles of design.
	b. Describe the effect of an artist's technique on the mood, feeling, and emotion conveyed in various sculptures.	b. Discussing personal reactions to drawings and the probable causes of these reactions.

Concepts	Performance Objectives	Suggested Activities
3. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of media may be used in sculpturing.	3. a. Demonstrate using mixed media to obtain special effects.	3. a. Painting a hard-edged design on three equal blocks of wood or styrofoam, the design may be keyed to the others, the blocks may be repositioned but they retain an integral relationship to the total design.
	b. Demonstrate creating a variety of textured surfaces through the use of a variety of media.	b. Using pieces of scrap materials on which textural experiments are made.
	c. Describe the consideration given to the possibilities and limitations of the material in the progression in the work of an individual sculptor.	c. Comparing sculptural works utilizing the same materials.
	d. Demonstrate developing an idea through sketches and selecting the material best suited.	d. Drawing an object representationally and abstracting it through sketches prior to selecting an appropriate material to execute the sculptural form.

Concepts	Performance Objectives	Suggested Activities
4. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of tools may be used in sculpturing.	4. a. Demonstrate a working vocabulary. b. Demonstrate the proper use and care of tools and materials.	4. a. Describing how a particular tool was utilized. b. Developing definite procedures for the care of tools and materials related to the media in which the student is working.
5. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of techniques may be used in sculpturing.	5. a. Demonstrate a working vocabulary. b. Describe the progression in the work of an individual sculptor in selection of subject matter and technique. c. Describe the effect of technique on the mood, feeling, and emotion conveyed in various sculptures. d. Distinguish between the additive and subtractive processes.	5. a. Describing the techniques used in his work. b. Comparing the works of classmates in various stages of development. c. Comparing different techniques used in sculptural works of similar subject matter. d. Developing two sketches of an idea - one to be executed through the subtractive process and one the additive process.

Concepts	Performance Objectives	Suggested Activities
	e. Identify the changes in the perception of form occurring through light variations.	e. Observing a sculptural form under a variety of lighting conditions.
	f. Describe the interpretation of identical subject matter by a number of artists and methods used to solve the problems involved.	f. Preparing an exhibit of student work with lables describing the individual's interpretations.
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. a. Describe how the artist used the principles of design and elements of art to convey mood, feelings, and emotions in selected works.	6. a. Selecting an art element and principle of design to be emphasized and executing a sculptural work conveying the emphasis.
	b. Demonstrate achieving unity through the arrangement of a variety of forms.	b. Creating simplified and complex forms and comparing them.
7. An individual may express himself through sculpture: The individual's perception of his environment influences his sculpture.	7. a. Describe the relationship between subject matter associated with major art periods and environment.	7. a. Analyzing sculpture associated with religion.

Concepts	Performance Objectives	Suggested Activities
	b. Demonstrate selecting forms from familiar environment and combining them into compositions of a new environment.	b. Integrating aluminum, steel, or plastic forms into clay sculpture.
8. An individual may express himself through sculpture: An individual uses sculpture to communicate a variety of ideas and emotions.	8. a. Demonstrate expressing himself through sculpture.	8. a. Selecting subject matter that lends itself to the materials being used.
	b. Identify the relationships of his work to the works of others.	b. Comparing his treatment of subject matter to the works of others utilizing similar subject matter.
	c. Construct forms utilizing the properties and positions of form to communicate moods and feelings.	c. Creating an architectural form which communicates the function of the form.
	d. Construct sculpture utilizing media and subject matter as the major means of communication.	d. Creating a sculptural form which makes a statement through recognizable forms (cigarette packages, food containers, shell casings from bullets, etc.)

Level X

Sculpture

Concepts	Performance Objectives	Suggested Activities
	e. Identify the use of design principles and the properties of form as a means of communication in the works of others.	e. Discussing ideas communicated through contemporary sculpture.
	f. Construct a group of forms in a composition to communicate mood and emotion.	f. Combining a variety of assemblages into one large composition or display.

SCULPTURE

LEVEL XI

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of sculpturing are influenced by past and present cultures and environments.	1. a. Identify the correlation of sculpture with other forms of expression within the major periods of art history.	1. a. Writing a brief description of the music of a culture. During a selected period compare this to the sculpture of the culture at the time.
	b. Identify the correlation of sculpture with other forms of expression (literature, theater, music, dance) within major cultures of the past and present.	b. Comparing today's sculpture with the music of Cage.
2. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A style or technique of sculpturing may be exclusive to one artist or many.	2. a. Distinguish among the characteristics of various periods of art.	2. a. Selecting a period of art and creating a sculptural work utilizing the characteristics of the art of that period.
	b. Identify and name artists working at the time of the leaders of major art trends.	b. Listing the names of leading sculptors and placing under them the names of other sculptors working at the same time.

Concepts	Performance Objectives	Suggested Activities
	c. Identify in various sculptures those symbols indicative of the period or culture.	c. Researching the religious symbols used in various pieces of sculpture.
	d. Identify specific movements within the major periods of art.	d. Reading selected works on specific art periods.
3. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A knowledge of past and present trends in sculpture can influence how an individual reacts to, analyzes, and evaluates the sculpture he observes or produces.	3. Describe contemporary sculptures as influenced by past periods and cultures.	3. Discussing sculpture techniques employed today that were developed in past periods of art.
4. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of media may be used in sculpturing.	4. a. Demonstrate a working vocabulary.	4. a. Creating a display of sculpture materials labeling them and naming the properties of each material.
	b. Demonstrate controlling media to create desired moods.	b. Exploring the various materials possible to achieve a special effect.

Concepts	Performance Objectives	Suggested Activities
	c. Demonstrate the development of an idea through sketches and small models and selecting the material or process best suited.	c. "Destroying" the three-dimensional form of an object through the use of color, building a form and applying color to make it take physical preference over the object as it exists.
	d. Demonstrate creating sculpture through a variety of materials (traditional, non-traditional).	d. Creating a mobile utilizing plastic and/or aluminum.
5. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of tools may be used in sculpturing.	5. a. Demonstrate a working vocabulary.	5. a. Describing the uses of various tools.
	b. Demonstrate creating similar and contrasting textures with a variety of tools on a variety of surfaces.	b. Creating various textures on a variety of surfaces prior to combining them into one large form.
	c. Demonstrate the proper use and care of tools and materials.	c. Developing definite procedures for the care, use, and storage of tools and materials.

Concepts	Performance Objectives	Suggested Activities
6. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of techniques may be used in sculpturing.	6. a. Demonstrate a working vocabulary.	6. a. Comparing two techniques and explaining a personal preference of one over the other.
	b. Distinguish among the characteristics of techniques and materials used in sculpture in various periods of art.	b. Comparing the sculpture of various art periods.
	c. Describe contemporary materials and techniques in sculpture.	c. Preparing a presentation on the works and techniques of a contemporary sculptor.
	d. Construct three-dimensional forms which incorporate physical movement.	d. Creating a mobile of paper forms based on one theme.
	e. Describe unusual techniques employed in sculpturing.	e. Studying art news and finding a sculptural technique not appropriate for the classroom.
	f. Describe and/or demonstrate the casting process.	f. Creating a small clay form suitable for a two piece break-a-way mold.
	g. Describe his own work in terms of planning, execution and accomplishment.	g. Keeping a written log as his work progresses.

Concepts	Performance Objectives	Suggested Activities
	h. Describe problems that are encountered by students and artists.	h. Comparing his sculpture to works that solved similar problems different ways.
	i. Describe different ways light can change the perception of form.	i. Experimenting with a variety of lighting effects on his sculpture and selecting one which is consistent with the mood of the work.
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. Describe and demonstrate the use of the principles of design and elements of art to create a unified sculpture.	7. Discussing the organization of the art elements in his work.
8. An individual may express himself through sculpture: The individual's perception of his environment influences his sculpture.	8. a. Describe how the same subject matter may be perceived differently by sculptors.	8. a. Discussing preliminary sketches made by students prior to working sculptural forms of similar subject matter.
	b. Demonstrate using a variety of materials to produce more than one sculpture of the same subject matter.	b. Making a small clay model of a work to be executed in plaster.

Concepts	Performance Objectives	Suggested Activities
	c. Describe how different materials and techniques can change the perception of form.	c. Comparing a clay form to the plaster casting of the form.
9. An individual may express himself through sculpture: The individual uses sculpture to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through sculpture.	9. a. Selecting a preferred material and developing a non-objective sculptural form.
	b. Identify the relationship of his work to the works of others.	b. Discussing the sculpture of classmates.
	c. Demonstrate the use of traditional and/or non-traditional tools, techniques, and media to communicate moods and emotions in sculpture.	c. Creating a sculptural form using a material new to the student.

SCULPTURE

LEVEL XII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of sculpturing are influenced by past and present cultures and environments.	1. a. Describe the influence of cultures on the patterns of development of major art periods within various geographical areas.	1. a. Selecting an art period and a specific geographical area; investigate the culture of the period and its effects on the sculpture produced.
	b. Describe the similarities and differences of the effects of the culture on the patterns of development of sculpturing in various geographical areas.	b. Using examples of sculpture, give a presentation comparing the development of sculpture in two geographical areas.
2. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A style or technique of sculpturing may be exclusive to one artist or many.	2. a. Identify and describe the similar pattern of development of the major art periods (rise, peak, decline).	2. a. Comparing sculptural works executed during various art periods at different stages of the period.
	b. Identify art styles which developed as a reaction against the previous period.	b. Selecting a piece of sculpture and using it as a basis for creating a form which utilizes the same subject matter but incorporates a contemporary style.
	c. Identify art styles which developed as an outgrowth of the previous period.	c. Placing pictures of sculpture on a time line.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques of sculpturing are influenced by past and present cultures and environments: A knowledge of past and present trends in sculpture can influence how an individual reacts to, analyzes, and evaluates the sculpture he observes or produces.	3. Demonstrate evaluating sculpture by style, technique, and composition as influenced by past and present trends.	3. Having a mock auction in the classroom in which student work is "auctioned off" as they describe its value in terms of past or present art trends.
4. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of media may be used in sculpturing.	4. a. Demonstrate experimenting with textural possibilities related to the materials used.	4. a. Exploring the textural possibilities related to the materials used.
	b. Construct three-dimensional forms using non-traditional materials.	b. Designing contemporary furniture. Creating sculpture from discarded TV and radio parts, automobile parts, etc.
	c. Demonstrate competency in more than one media.	c. Developing an idea in different media.
	d. Demonstrate controlling media to create desired effects.	d. Utilizing the same materials in two different sculptures to convey contrasting moods.

Concepts	Performance Objectives	Suggested Activities
	e. Demonstrate a working vocabulary.	e. Describing his work at various stages of development.
5. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of tools may be used in sculpturing.	5. a. Demonstrate a working vocabulary.	5. a. Discussing tools utilized in sculpturing that are unavailable in the classroom.
	b. Demonstrate proper use and care of tools and materials.	b. Developing definite procedures for the use, care, and storage of tools and materials.
6. Materials and techniques determine the possibilities and limitations of sculpturing: A variety of techniques may be used in sculpturing.	6. a. Identify art styles which developed as a result of the techniques and materials used in a previous period.	6. a. Comparing the sculpture of one period to that of the previous period.
	b. Demonstrate investigating a variety of methods that could be employed in developing a sculpture idea and selecting one.	b. Making small models of a sculptural form experimenting with various methods before selecting one for the finished form.
	c. Demonstrate the use of light to change the perception of form.	c. Creating an environment utilizing forms, lights, and sound.
	d. Demonstrate reacting to, analyzing, and evaluating his own work.	d. Discussing his work at various stages of development.

Concepts	Performance Objectives	Suggested Activities
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Demonstrate a working vocabulary.	7. a. Comparing the organization of the elements in a two-dimensional composition to that of a three-dimensional form.
	b. Construct a unified sculptural work utilizing the principles of design and elements of art.	b. Combining blocks of wood of equal size, color, and texture into an interesting unified assemblage.
	c. Describe his own sculpture in terms of the principles of design and elements of art.	c. Comparing a number of his sculptures in terms of the emphasis placed on art elements and design principles.
8. An individual may express himself through sculpture: The individual's perception of his environment influences his sculpture.	8. a. Identify and describe how environment affects the use of traditional and non-traditional materials.	8. a. Discussing the effects of technological discoveries on sculpture.
	b. Construct sculpture of non-traditional materials and techniques relating to environment.	b. Creating a sculptural form by combining small objects found in everyday activities.

Concepts	Performance Objectives	Suggested Activities
9. An individual may express himself through sculpture: An individual uses sculpture to communicate a variety of ideas and emotions.	9. a. Construct sculpture through which he expresses his ideas and/or feelings.	9. a. Creating sculpture which makes a social statement.
	b. Describe the relationships of his work to the works of others.	b. Comparing his sculpture to the sculpture of well-known artists utilizing similar techniques or subject matter.
	c. Construct sculpture using traditional and/or non-traditional tools, techniques, and media to communicate moods and emotions.	c. Utilizing materials and techniques new to the student.

GRAPHICS

GRAPHICS

CONCEPTS

A. Styles and techniques of graphics are influenced by past and present cultures and environments.
   1. A style or technique of graphics may be exclusive to one artist or many.

   2. A knowledge of past and present trends in graphics can influence how an individual reacts to, analyzes, and evaluates the graphic works he observes or produces.

B. Materials and techniques determine the possibilities and limitations of graphics.
   1. A variety of media may be used in graphics.

   2. A variety of tools may be used in graphics.

   3. A variety of techniques may be used in graphics.

C. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.

D. An individual may express himself through graphics.
   1. The individual's perception of his environment influences his graphic works.

   2. An individual uses graphics to communicate a variety of ideas and emotions.

GRAPHICS

TERMS AND DEFINITIONS

Intaglio process (IN-TAL'-YO) - Part of the surface is cut into and the ink is placed in the cuts rather than on the upper surface (plate is inked and then wiped - printing from an incised line). (Etching, engraving, dry point, aquatint, messotint)

Planographic process - Printing on a level surface rather than a raised or lowered surface. (Lithography, monoprints)

Relief process - Cutting away parts of the printing surface. Ink is placed on the upper parts that are not cut away. (Printing from a raised surface.) (Linoleum, wood cut, wood engraving)

Stencil process - Cutting into a material to make a stencil. (Open areas print, masked or blocked out areas do not print.) (Serigraphy, silk screen)

GRAPHICS

LEVEL VIII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of graphics are influenced by past and present cultures and environments.	1. Identify specific graphic styles and techniques associated with various cultures.	1. Selecting a specific culture and researching the early graphic techniques employed by that culture.
2. Styles and techniques of graphics are influenced by past and present cultures and environments: A style or technique of graphics may be exclusive to one artist or many.	2. Identify the work of artists having a unique style.	2. Comparing the woodcuts of two artists having unique styles.
3. Style and techniques of graphics are influenced by past and present cultures and environments: A knowledge of past and present trends in graphics can influence how an individual reacts to, analyzes, and evaluates the graphic works he observes or produces.	3. a. Distinguish among the various techniques used in graphics by the same and different artists. b. Identify the correlation of contemporary graphics with other forms of contemporary expression (theater, literature, music, dance).	3. a. Comparing various graphic examples and discussing the different techniques employed. b. Comparing contemporary posters to the expressive forms they advertise.

Concepts	Performance Objectives	Suggested Activities
4. Materials and techniques determine the possibilities and limitations of graphics: A variety of media may be used in graphics.	4. a. Demonstrate the use of media to plan and prepare a print. (planographic, stencil, relief or integlio) b. Demonstrate a working vocabulary.	4. a. Printing greeting cards. Creating non-objective designs using a variety of printing objects. b. Describing what is happening as a printing process is demonstrated.
5. Materials and techniques determine the possibilities and limitations of graphics: A variety of tools may be used in graphics.	5. a. Demonstrate a working vocabulary. b. Demonstrate the use of tools to plan and prepare a print. (planographic, stencil, relief or intaglio)	5. a. Explaining the variety of ways a tool may be used. b. Creating a plate from a piece of styrofoam.
6. Materials and techniques determine the possibilities and limitations of graphics: A variety of techniques may be used in graphics.	6. a. Demonstrate a working vocabulary. b. Identify and demonstrate a variety of techniques and materials to produce a print. (planographic, stencil, relief or intaglio)	6. a. Discussing the quality of prints and techniques involved. b. Applying fingerpaint on a washable surface and creating a monoprint from the composition.

Concepts	Performance Objectives	Suggested Activities
	c. Describe and/or demonstrate printing techniques employed in commercial printing.	c. Taking field-trips to local printing shops. Comparing the differences in printed materials produced commercially.
	d. Distinguish among textural qualities of papers for printing purposes.	d. Printing on a variety of papers and selecting the one most consistent with subject matter and feeling conveyed.
	e. Construct prints on a variety of non-traditional surfaces.	e. Printing on a collage.
	f. Construct an edition of prints.	f. Utilizing the standard procedure for coding prints in terms of number pulled and editions.
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Construct prints with an emphasis on one or more of the elements of art and the principles of design.	7. a. Experimenting with relief surfaces for rubbings. Selecting a non-objective line drawing as a basis for making prints.
	b. Construct prints using illustrative form design principles.	b. Making ditto copies of an original short story and adherring prints to illustrate the story.

Concepts	Performance Objectives	Suggested Activities
	c. Identify the use of the principles of design in the works of others.	c. Discussing the composition in the prints produced in class.
8. An individual may express himself through graphics: The individual's perception of his environment influences his graphic works.	8. a. Demonstrate the use of familiar environment in graphics.	8. a. Selecting a familiar outdoor scene to use as subject matter in a print.
	b. Identify the influence of environment in the prints of well-known artists.	b. Comparing the prints of well-known artists and discussing the places and times during which they lived.
9. An individual may express himself through graphics: An individual uses graphics to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through graphics.	9. a. Selecting a definite feeling or mood and developing it through a graphics process.
	b. Identify the relationship of his work to the works of others.	b. Discussing the work of classmates.
	c. Identify the use of the properties of line, shape, color, texture, and illusionary form as a means of communication in the works of well-known artists.	c. Comparing techniques employed in the representational prints of well-known artists. Creating a representational print of a familiar form.

GRAPHICS

LEVEL IX

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of graphics are influenced by past and present cultures and environments.	1. Describe the effect of cultural patterns on graphics.	1. Discussing the prints produced in two different cultures.
2. Styles and techniques of graphics are influenced by past and present cultures and environments: A style or technique of graphics may be exclusive to one artist or many.	2. a. Name the major periods in which artists of unique styles worked. b. Distinquish among a number of artists' interpretation of the same subject matter.	2. a. Collecting examples of prints of artists having unique styles and making a bulletin board display grouping the prints according to the art periods. b. Comparing student works of identical subject matter.
3. Styles and techniques of graphics are influenced by past and present cultures and environments: A knowledge of past and present trends in graphics can influence how an individual reacts to, analyzes, and evaluates the graphic works he observes or produces.	3. Identify techniques used to achieve specific effects in the works of well-known artists.	3. Discussing prints which necessitate special effects for story illustration.

Concepts	Performance Objectives	Suggested Activities
4. Materials and techniques determine the possibilities and limitations of graphics: A variety of media may be used in graphics.	4. a. Demonstrate the use of materials to plan, prepare, and register a two-color print.	4. a. Preparing two blocks which, when printed with primary colors, will create an area of a third (secondary) color.
	b. Demonstrate a working vocabulary.	b. Describing media employed in selected prints.
5. Materials and techniques determine the possibilities and limitations of graphics: A variety of tools may be used in graphics.	5. a. Demonstrate a working vocabulary.	5. a. Describing the use of tools utilized in making his prints.
	b. Demonstrate the use of tools to plan, prepare, and register a two-color print.	b. Printing on fabric employing two blocks and two colors.
6. Materials and techniques determine the possibilities and limitations of graphics: A variety of techniques may be used in graphics.	6. a. Demonstrate a working vocabulary.	6. a. Describing the techniques used in making his prints.
	b. Demonstrate planning and utilizing a printing technique for a practical use.	b. Exploring the various possible techniques that could be used and selecting the most appropriate one for the purpose.
	c. Demonstrate the use of textured surfaces for printing purposes.	c. Experimenting with different textured surfaces for printing.
	d. Construct a print utilizing selected textures.	d. Cutting and printing with blocks that use texture to build up units.

Concepts	Performance Objectives	Suggested Activities
7. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	7. a. Demonstrate altering the arrangement of the environment to aid composition in graphics.	7. a. Creating sketches of a still life composition to be utilized in a print.
	b. Identify the use of the principles of design in composition in graphics.	b. Discussing the organization of the art elements in graphic works.
8. An individual may express himself through graphics: The individual's perception of his environment influences his graphic works.	8. a. Construct prints utilizing familiar environment.	8. a. Making greeting cards for a specific holiday.
	b. Identify the influence of environment in the prints of well-known artists.	b. Comparing prints of well-known artists to the places and times in which they lived.
9. An individual may express himself through graphics: An individual uses graphics to communicate a variety of ideas and emotions.	9. a. Demonstrate expressing himself through graphics.	9. a. Selecting subject matter which lends itself to wood cuts and organizing the composition to convey a desired mood or feeling.
	b. Identify the relationships of his work to the works of others.	b. Discussing the similarities and differences in the prints produced in class.
	c. Construct prints utilizing exaggeration.	c. Creating prints of a humorous cartoon emphasizing the features of an animal or person.

GRAPHICS

LEVEL X

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of graphics are influenced by past and present cultures and environments: A style or technique of graphics may be exclusive to one artist or many.	1. a. Order major periods of art including prominent artists of each period. b. Describe the progression in the work of an individual artist. c. Identify the subject matter associated with certain periods.	1. a. Creating a time line depicting major art periods and prominent artists of each period. b. Creating a display to show the stages of development in making a print. c. Comparing a group of prints in terms of art periods and subject matter.
2. Styles and techniques of graphics are influenced by past and present cultures and environments: A style or technique of graphics may be exclusive to one artist or many.	2. Describe the effect of an artist's technique on the mood, feeling, and emotion conveyed in various prints.	2. Discussing personal reactions to prints and the probable causes of their reactions.
3. Materials and techniques determine the possibilities and limitations of graphics: A variety of media may be used in graphics.	3. a. Demonstrate a working vocabulary. b. Demonstrate the use of materials in making a two-color relief print.	3. a. Discussing the materials being employed in his work. b. Creating two blocks, one providing areas of color and the other providing linear qualities.

Concepts	Performance Objectives	Suggested Activities
4. Materials and techniques determine the possibilities and limitations of graphics: A variety of tools may be used in graphics.	4. a. Demonstrate a working vocabulary. b. Demonstrate the use of tools in making a two-color print. (planographic, stencil, relief or intaglio)	4. a. Reading selected works explaining graphic processes. b. Utilizing a variety of tools to achieve lines of various qualities in a relief print.
5. Materials and techniques determine the possibilities and limitations of graphics: A variety of techniques may be used in graphics.	5. Distinguish between different prints using planographic, stencil, relief or intaglio processes.	5. Comparing present day graphic techniques to those employed in other periods of art history. Reading selected works explaining graphic processes. Arranging a display explaining the intaglio printing process. Using various surfaces on which to apply a print and combining the prints to create a larger composition. Utilizing litho-sketch to create prints. Comparing prints produced by various planographic processes.

Concepts	Performance Objectives	Suggested Activities
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. a. Demonstrate altering the arrangement of the art elements in relation to the design : principles to aid composition in graphics.	6. a. Making many "proof" pulls as the plate is being developed.
	b. Identify the use of the elements of art and principles of design in prints throughout the history of art.	b. Discussing the organization of the art elements in prints produced during various periods of art history.
7. An individual may express himself through graphics: The individual's perception of his environment influences his graphic works.	7. a. Identify the influence of environment in the prints of well-known artists.	7. a. Comparing the processes used by artists in terms of when they lived and worked.
	b. Construct prints by selecting and removing objects from their environment, integrating them into compositions of new environment.	b. Taking objects from complex surroundings and simplifying it for a wood cut.

Level X

Graphics

Concepts	Performance Objectives	Suggested Activities
8. An individual may express himself through graphics: An individual uses graphics to communicate a variety of ideas and emotions.	8. a. Demonstrate expressing himself through graphics.	8. a. Selecting a mood or feeling and experimenting with various textured surfaces and colors in printing the block until the desired effect is achieved.
	b. Identify the relationship of his work to the works of others.	b. Discussing the similarities and differences in the prints of classmates.
	c. Construct prints using the properties of line, shape, color, texture, and illusionary form to communicate moods and emotions.	c. Organizing a composition to convey a selected mood.
	d. Construct prints using subject matter and media as the means of communication.	d. Selecting the subject matter and media to make prints commenting on a social issue.
	e. Identify the use of the principles of design and the art elements as a means of communication in the works of others.	e. Discussing prints in which particular elements and principles are emphasized.

GRAPHICS

LEVEL XI

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of graphics are influenced by past and present cultures and environments.	1. Identify the correlation of graphics with other forms of expression (literature, theater, music, dance) within major cultures of the past and present.	1. Comparing the prints produced within a particular period and the way of life within that culture.
2. Styles and techniques of graphics are influenced by past and present cultures and environments: A style or technique of graphics may be exclusive to one artist or many.	2. a. Distinguish among the characteristics of graphics of various art periods.	2. a. Selecting a period of art and creating a print utilizing the characteristics of the art of that period.
	b. Name and identify artists working at the time of the leaders of major art trends.	b. Researching the names of artists working under the prominent graphic artists of a period.
	c. Identify in various prints, those symbols indicative of the period or culture.	c. Identify symbols employed in the prints illustrating religious works.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques of graphics are influenced by past and present cultures and environments: A knowledge of past and present trends in graphics can influence how an individual reacts to, analyzes, and evaluates the graphic works he observes or produces.	3. Describe contemporary print making as influenced by past periods and cultures.	3. Relating present techniques to their origins.
4. Materials and techniques determine the possibilities and limitations of graphics: A variety of media may be used in graphics.	4. a. Demonstrate a working vocabulary. b. Demonstrate the selection and use of materials in constructing a multi-color print.	4. a. Discussing contemporary graphics works. b. Utilizing a silk screen to create multi-color prints on fabrics.
5. Materials and techniques determine the possibilities and limitations of graphics: A variety of tools may be used in graphics.	5. a. Demonstrate a working vocabulary. b. Demonstrate the proper use and care of tools and materials.	5. a. Arranging and labeling a display explaining the steps involved in creating a multi-color print. b. Developing definite procedures for the care, use, and storage of tools and materials.

Concepts	Performance Objectives	Suggested Activities
	c. Demonstrate the selection and use of tools in constructing a multi-color print.	c. Organizing a "production line" to make a large number of multi-color prints.
6. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	6. a. Demonstrate specific effects in a print through the use and variation of the art elements and principles of design.	6. a. Making a series of sketches in preparation for cutting a block.
	b. Identify the use of the art elements and design principles in the graphic works of well-known artists.	b. Discussing and comparing the prints of well-known artists.
7. An individual may express himself through graphics: The individual's perception of his environment influences his graphic works.	7. Describe similarities and differences of the effect of the perception of environment in the prints of a number of artists utilizing the same subject matter.	7. Comparing a contemporary print to one executed in an earlier period, both utilizing identical subject matter.
8. An individual may express himself through graphics: An individual uses graphics to communicate a variety of ideas and emotions.	8. a. Demonstrate expressing himself through graphics (media, subject matter, technique).	8. a. Creating a print to be utilized as a jacket for a selected musical recording.

Level XI

Graphics

Concepts	Performance Objectives	Suggested Activities
	b. Identify and describe the relationships of his work to the works of others.	b. Discussing the use of color in the prints of classmates to convey moods.
	c. Demonstrate the use of traditional and/or non-traditional tools, techniques, and media to communicate specific ideas or moods in graphics.	c. Utilizing a printing material and technique new to the student.

GRAPHICS

LEVEL XII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques of graphics are influenced by past and present cultures and environments.	1. a. Describe the influence of cultures on the patterns of development of major art periods within various geographical areas.	1. a. Selecting an art period and a specific geographical area, investigate the culture of the period and its effect on the graphics produced.
	b. Describe similarities and differences of the effects of the culture on the patterns of the development of graphics in various geographical areas.	b. Using examples of prints give a presentation comparing the development of drawing in two geographical areas.
2. Styles and techniques of graphics are influenced by past and present cultures and environments: A style or technique of graphics may be exclusive to one artist or many.	2. Identify and describe the similar pattern of development of the major art periods (rise, peak, decline).	2. Comparing prints made during various art periods at different stages of the period.
3. Styles and techniques of graphics are influenced by past and present cultures and environments: A knowledge of past and present trends in graphics can influence how an	3. a. Demonstrate evaluating graphic works by style, technique, and composition as influenced by past and present trends.	3. a. Selecting prints by well-known artists and discussing their place in art history.

Concepts	Performance Objectives	Suggested Activities
individual reacts to, analyzes, and evaluates the graphic works he observes or produces.	b. Construct a print utilizing the style and technique of a well-known artist.	b. Creating a wood-cut utilizing the style and technique employed in an oriental wood cut.
4. The quality of a composition is determined by the interaction and relationships of the principles of design and elements of art.	4. a. Demonstrate and describe the interaction and relationships of the principles of design and elements of art in graphic composition.	4. a. Comparing his work to selected prints in terms of similarities in organizing the elements of art.
	b. Describe the use of the art elements and principles of design in his work.	b. Describing the composition of his prints in terms of expressing his ideas.
5. An individual may express himself through graphics: The individual's perception of his environment influences his graphic works.	5. a. Describe the influence of environment in the prints of well-known artists.	5. a. Discussing the differences in the prints of artists living and working during the same period.
	b. Construct prints of familiar environment using traditional and/or non-traditional materials and techniques.	b. Selecting subject matter relative to contemporary living and executing the print in a media consistent with the subject matter.

Concepts	Performance Objectives	Suggested Activities
6. An individual may express himself through graphics: An individual uses graphics to communicate a variety of ideas and emotions.	6. a. Demonstrate expressing himself through graphics (media, subject matter, technique). b. Identify and describe the relationship of his work to the works of others. c. Construct prints using traditional and/or non-traditional tools, techniques, and media to communicate ideas and emotions.	6. a. Creating a non-objective print utilizing media and techniques to convey a definite idea. b. Displaying a number of student prints and discussing the similarities and differences. c. Creating a small painting to communicate a definite idea and using the composition as a basis for an edition of prints.

CRAFTS

CRAFTS

CONCEPTS

A. Styles and techniques in crafts are influenced by past and present cultures and environments.
   1. A style or technique in crafts may be exclusive to one craftsman or many.

   2. A knowledge of past and present trends in crafts can influence how an individual reacts to, analyzes, and evaluates the craft object he observes, uses, or produces.

B. Materials and techniques determine the possibilities and limitations of crafts.
   1. A variety of materials may be used in crafts.

   2. A variety of tools may be used in crafts.

   3. A variety of techniques may be used in crafts.

C. The quality of a craft object is determined by the construction and the interaction and relationships of the principles of design and elements of art.

CRAFTS

LEVEL VIII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques in crafts are influenced by past and present cultures and environments.	1. a. Distinguish between functional and decorative crafts.	1. a. Collecting and displaying functional and non-functional examples.
	b. Identify craft areas.	b. Listing crafts and grouping them according to similarities. Visiting museums having exhibits of ethnic crafts.
2. Styles and techniques in crafts are influenced by past and present cultures and environments: A style or technique in crafts may be exclusive to one craftsman or many.	2. a. Identify specific craft styles and techniques associated with various cultures.	2. a. Selecting a culture and collecting pictures of craft objects; organizing a display; contrasting styles and techniques of one culture with another.
	b. Identify craftsman or groups of craftsman having a unique style in a particular craft.	b. Examining unique styles in craft objects and identifying one with a similar style to that of a craft object created by the student. Visiting a local craftsman.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques in crafts are influenced by past and present cultures and environments: A knowledge of past and present trends in crafts can influence how an individual reacts to, analyzes, and evaluates the craft object he observes, uses, or produces.	3. a. Distinguish among various techniques in a specific craft area used by various peoples. b. Distinguish between early and later forms of a craft.	3. a. Selecting a craft and investigating the various techniques employed in the craft by different peoples. b. Comparing a craft of an earlier period to the way of life of that period and comparing the same crafts today with contemporary living.
4. Materials and techniques determine the possibilities and limitations of crafts: A variety of materials may be used in crafts.	4. a. Demonstrate a working vocabulary. b. Distinguish between man-made and natural crafts materials. c. Identify materials for a specific craft area. d. Demonstrate selecting and utilizing a material in creating a craft object.	4. a. Discussing the variety of materials employed in a craft area. b. Creating an object from a natural material and one from a man-made material. c. Making a bulletin board display of a specific craft area including the materials utilized in that craft. d. Creating a craft object after selecting from a variety of materials.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of crafts: A variety of tools may be used in crafts.	5. a. Demonstrate a working vocabulary.	5. a. Preparing a demonstration of the use of tools for a selected craft.
	b. Demonstrate the proper use and care of tools.	b. Developing definite procedures for the care, use, and storage of crafts tools.
	c. Identify tools utilized in a specific craft area.	c. Organizing working stations to be used for different crafts.
	d. Demonstrate selecting and utilizing tools in creating a craft object.	d. Planning and executing a craft object.
6. Materials and techniques determine the possibilities and limitations of crafts: A variety of techniques may be used in crafts.	6. a. Demonstrate a working vocabulary.	6. a. Describing the techniques employed in making a selected craft object.
	b. Demonstrate a specific technique in creating a craft object.	b. Selecting a preferred technique and utilizing it in creating a craft object.
7. The quality of a craft object is determined by the construction and the interaction and relationships of the principles of design and elements of art.	7. a. Identify the elements of art as integral parts of a craft object.	7. a. Comparing a preliminary design sketch to the finished craft object.
	b. Identify that which can give a craft object aesthetic qualities.	b. Comparing purely functional and decorated craft objects.

CRAFTS

LEVEL IX

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques in crafts are influenced by past and present cultures and environments.	1. Describe the effect of social, economic, and geographic conditions on art.	1. Investigating two different cultures and discussing the crafts of each culture. Observing demonstrations by local craftsman. Creating a display of a variety of crafts.
2. Styles and techniques in crafts are influenced by past and present cultures and environments: A style or technique in crafts may be exclusive to one craftsman or many.	2. a. Name major periods in which certain craft styles were prominent. b. Distinguish among the work of a number of craftsmen in the same craft area.	2. a. Collecting pictures of craft objects and arranging them according to the period in which they were produced. b. Comparing examples of pottery.
3. Styles and techniques in crafts are influenced by past and present cultures and environments: A knowledge of past and present trends in crafts can influence how an individual reacts to, analyzes, and evaluates	3. a. Identify the use of special techniques to achieve special effects.	3. a. Comparing examples of the same craft area in which different techniques are used to achieve special effects.

Concepts	Performance Objectives	Suggested Activities
the craft object he observes, uses, or produces.	b. Describe the evolution of a craft object from functional only to functional with aesthetic qualities.	b. Tracing the development of a craft object from its origin to present day.
4. Materials and techniques determine the possibilities and limitations of crafts: A variety of materials may be used in crafts.	4. a. Demonstrate the relationship of crafts to other art areas.	4. a. Preparing a painting to use as the design for a weaving or stitchery project.
	b. Demonstrate a working vocabulary.	b. Discussing the problems and solutions involved in handling the materials being used.
	c. Construct a craft object, selecting from a variety of materials.	c. Selecting a group of people and creating a craft object employing their traditional methods.
5. Materials and techniques determine the possibilities and limitations of crafts: A variety of tools may be used in crafts.	5. a. Demonstrate a working vocabulary.	5. a. Describing contemporary craft tools that have replaced tools used in an earlier period. Arranging a display of early and later tools used in various crafts.
	b. Demonstrate the use of a variety of tools to create textural effects.	b. Creating a design in leather employing a textured background.

Concepts	Performance Objectives	Suggested Activities
	c. Demonstrate the proper care and use of tools and materials.	c. Developing definite procedures for the care, use, and storage of tools and materials.
6. Materials and techniques determine the possibilities and limitations of crafts: A variety of techniques may be used in crafts.	6. a. Demonstrate a working vocabulary.	6. a. Discussing the variety of techniques that could be employed in a craft object and reasons for selecting the one utilized in his work.
	b. Identify the relationship of techniques used in the crafts of a variety of craftsmen.	b. Comparing craft objects produced by different craftsmen.
	c. Demonstrate selecting and employing a technique in constructing a craft object.	c. Selecting a preferred technique and utilizing it in planning and creating a craft object.
7. The quality of a craft object is determined by the construction and the interaction and relationships of the principles of design and elements of art.	7. a. Describe the use of the elements of art in a craft object.	7. a. Comparing an attractive and pleasing craft object to one which is visually unattractive.
	b. Identify the principles of design evident in a craft object.	b. Comparing a craft object to a painting which appears to utilize the principles of design in similar manner.

Level IX

Crafts

Concepts	Performance Objectives	Suggested Activities
	e. Demonstrate the use of color to enhance a craft object.	e. Creating paper mache' jewelry utilizing tempera paint. Creating a functional object in clay and applying a design consistent with the shape of the object.

CRAFTS

LEVEL X

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques in crafts are influenced by past and present cultures and environments: A style or technique in crafts may be exclusive to one craftsman or many.	1. Identify the craft areas associated with certain cultures.	1. Selecting a culture and creating a craft object that would be associated with that culture.
2. Styles and techniques in crafts are influenced by past and present cultures and environments: A knowledge of past and present trends in crafts can influence how an individual reacts to, analyzes, and evaluates the craft object he observes, uses, or produces.	2. a. Describe the effect of the craftsman's selection of technique and materials on the mood, feeling, and emotion conveyed. b. Identify the occurrence of the elements of art and principles of design in crafts throughout a specific period in art.	2. a. Comparing a variety of craft objects and discussing the feelings conveyed in terms of the materials and technique used. b. Selecting craft objects from various periods and comparing the use and organization of the art elements.
3. Materials and techniques determine the possibilities and limitations of crafts: A variety of materials may be used in crafts.	3. a. Demonstrate a working vocabulary. b. Demonstrate selecting from a variety of materials to create a non-functional form.	3. a. Describing substitutions for various craft materials. b. Creating a non-functional ceramic form.

Level X

Crafts

Concepts	Performance Objectives	Suggested Activities
4. Materials and techniques determine the possibilities and limitations of crafts: A variety of tools may be used in crafts.	4. a. Demonstrate a working vocabulary.	4. a. Comparing similarities and differences in the uses of various tools.
	b. Demonstrate the proper care and use of tools and materials.	b. Developing definite procedures for the care, use, and storage of tools and materials.
	c. Demonstrate selecting a specific tool to create a desired effect.	c. Experimenting with various tools to achieve a specific effect prior to selecting the tool to be used on the craft object.
5. Materials and techniques determine the possibilities and limitations of crafts: A variety of techniques may be used in crafts.	5. a. Demonstrate a working vocabulary.	5. a. Describing the techniques that are easiest and most difficult for the individual to execute.
	b. Construct a non-functional craft object.	b. Selecting a perferred technique to develop a non-functional craft object.
6. The quality of a craft object is determined by the construction and the interaction and relationships of the principles of design and elements of art.	6. Identify and demonstrate rhythm and repetition which create movement in a variety of craft forms.	6. Creating sketches of a planned craft object in which rhythm and repetition are emphasized. Creating a craft design emphasizing rhythm and repetition and creating an object utilizing the design.

CRAFTS

LEVEL XI

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques in crafts are influenced by past and present cultures and environments.	1. a. Identify the correlation of crafts with other forms of artistic expression within the major periods of art history.	1. a. Comparing craft objects to the sculpture, architecture and painting of the same period.
	b. Identify the correlation of crafts with other forms of artistic expression within major cultures of the past and present.	b. Comparing the craft objects produced today with contemporary living. Discussing crafts that have remained relatively unchanged.
2. Styles and techniques in crafts are influenced by past and present cultures and environments: A style or technique in crafts may be exclusive to one craftsman or to many.	2. a. Distinguish among the characteristics of various periods of art.	2. a. Selecting a period of art and creating a craft object utilizing the characteristics of that period.
	b. Identify in various crafts objects those symbols indicative of the period or culture.	b. Discussing craft objects used for various ceremonial purposes.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques in crafts are influenced by past and present cultures and environments: A knowledge of past and present trends in crafts can influence how an individual reacts to, analyzes, and evaluates the craft object he observes, uses, or produces.	3. Describe contemporary crafts as influenced by past periods and cultures.	3. Comparing crafts that have remained relatively unchanged. Creating a craft object that is not as necessary as it once was.
4. Materials and techniques determine the possibilities and limitations of crafts: A variety of materials may be used in crafts.	4. a. Demonstrate a working vocabulary.	4. a. Listing materials necessary to set up a shop for producing quanitities of a craft object.
	b. Demonstrate consideration of the possibilities and limitations of a material in a craft area.	b. Designing a craft object within the limitations of the material to be used.
5. The quality of a craft object is determined by the construction and the interaction and relationships of the principles of design and elements of art.	5. a. Describe the relationship of form to crafts.	5. a. Comparing craft objects to sculpture in which the art elements are organized in a similar manner.
	b. Construct a craft object incorporating abstract design.	b. Creating a simple abstract design and incorporating it in a craft object.

CRAFTS

LEVEL XII

Concepts	Performance Objectives	Suggested Activities
1. Styles and techniques in crafts are influenced by past and present cultures and environments.	1. a. Describe the influence of culture on the development of a craft within various geographical areas.	1. a. Creating small craft objects to be placed on a world map showing the areas associated with various crafts.
	b. Describe the similarities and differences of the effect of culture on the development of a craft in various geographical areas.	b. Using pictures of craft objects, give a presentation comparing the development of a craft in two geographical areas.
2. Styles and techniques in crafts are influenced by past and present cultures and environments: A style or technique in crafts may be exclusive to one craftsman or many.	2. a. Identify and describe the similar patterns of development of various craft areas.	2. a. Tracing the development of two different craft areas; comparing similarities and differences.
	b. Identify those crafts which developed as a response to a need.	b. Comparing Early American crafts with the crafts produced today.
	c. Identify those crafts styles which developed as an outgrowth of a previous period.	c. Developing through sketches the evolution of a craft object.

Concepts	Performance Objectives	Suggested Activities
3. Styles and techniques in crafts are influenced by past and present cultures and environments: A knowledge of past and present trends in crafts can influence how an individual reacts to, analyzes, and evaluates the craft object he observes, uses, or produces.	3. Demonstrate evaluating crafts objects by style, technique, and material used as influenced by past and present trends.	3. Discussing possible reactions of people in an earlier culture if confronted with certain contemporary craft objects.
4. Materials and techniques determine the possibilities and limitations of crafts: A variety of materials may be used in crafts.	4. a. Demonstrate a working vocabulary. b. Demonstrate the selection and use of materials in a chosen craft area to achieve desired effects. c. Construct a craft object.	4. a. Discussing and predicting crafts materials of the future. b. Selecting a particular interior and creating a craft object that is consistent with the decor of the interior. c. Selecting a material new to the student to develop a craft object.

Concepts	Performance Objectives	Suggested Activities
5. Materials and techniques determine the possibilities and limitations of crafts: A variety of tools may be used in crafts.	5. a. Demonstrate a working vocabulary. b. Demonstrate the proper use and care of tools and materials. c. Demonstrate the selection and use of tools in a chosen craft area to achieve desired effects.	5. a. Discussing preferences for certain tools in a selected craft area. b. Developing definite procedures for the care, use, and storage of tools and materials. c. Experimenting with a variety of tools prior to selecting one to create a desired effect. Making a craft object which utilizes special effects in its decoration.
6. Materials and techniques determine the possibilities and limitations of crafts: A variety of techniques may be used in crafts.	6. a. Demonstrate a working vocabulary. b. Demonstrate the selection and use of a technique in a chosen craft area to achieve desired effects.	6. a. Discussing preferences for various techniques. b. Analyzing techniques used in creating various craft objects prior to selecting one to utilize in his craft object.

Concepts	Performance Objectives	Suggested Activities
7. The quality of a craft object is determined by the construction and the interaction and relationships of the principles of design and elements of art.	7. a. Describe that which can give a craft object aesthetic qualities and the importance of aesthetic qualities in crafts objects. b. Demonstrate the use of the harmonious interrelationships of art elements and design principles to create unity in a selected craft.	7. a. Comparing styles and types of furnishings of various historical periods. b. Experimenting with a small model of a craft object prior to working on the object itself. Making a model utilizing furnishings of a particular period in history.

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Decorative Art in Modern Interiors. Moody, Ella.

Japan: A History in Art. Smith, Bradley

Chinese and Japanese Art. Sullivan, Michael.

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Beyond Modern Sculpture. (no author given) Jack Burnham, George Brazillier, Pub. New York: 1969.

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A Concise History of Modern Sculpture. Herbert Read.

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Paintings of the World's Great Galleries. Bilzer, Bert.

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Oil Painting...Traditional and New. Brooks, Leonard.

Story of American Painting. Caffin, Charles Henry.

Chinese Paintings, XI-XIV Centuries. Cahill, James.

Painting as a Pastime. Churchill, Winston Leonard Spencer.

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Painting and Drawing. Daniels, Alfred.

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First Flowers of Our Wilderness. Flexner, James Thomas.

Nineteenth Century American Paintings. Flexner, James Thomas.

Guide to Painting. Gasser, Henry.

A Guide to the Understanding of Painting. Gaunt, William.

American Painting In the 20th Century. Geldzahler, Henry.

The Restless Art. Gowans, Alan.

The Painter's Eye. Grosser, Maurice. (paperback).

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Art In Our Time. The Museum of Modern Art.

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Prints and How to Make Them. Zaidenberg, Arthur.

RESOURCES

FILMS (PRATT)

GENERAL

Moon 69 - 15 min. color

Symmetry - 10 min. color

African Art - First World Festival of Negro Arts

Jewish Art

Ancient Art of Peru - 15 min.

The Ancient World: Greece - 60 min. color

The Ancient Peruvian - 27 min. color

The American Realists - Part 1 and 2. 37 min. color

Artists Proof. Robert Erskine - 25 min. color

The Arts of Japan - 29 min.

The Excavations at La Venta - 29 min. color

From Scratch - 5 min. color (colored Dyes combined with scratching film produce effective images).

Japan's Art - From the Land - 10 min. color. Japan as reflected in music, painting, architecture.

The Loons' Necklace - 10 min. color (Indian legend of how loon received neck band. Ceremonial masks portray natures moods.)

What is Modern Art? - 20 min. color

The World of Mosaic - 28 min. color (history)

FILMS (PRINT)

ARTISTS

Edvard Munch. Part I. Graphics, Watercolors, Drawings, Sculpture - 27 min. color

The World of Andrew Wyeth. 26 min. color

Abstract Artist: Kanojouk - 18 min. color

Henri Matisse - 24 min.

Henry Moore - 28 min.

Jackson Pollock - 11 min. color

Jacques Lipshitz - 30 min.

Marc Chagall - 26 min. color

Michelangelo - 30 min. color

Picasso - 43 min. color

Yankee Painter - the Work of Winslow Homer - 26 min. color

RESOURCES

FILMS

PAINTING

Christian Art - color - mosaics and paintings

Collage - 15 min. color

The Finger Painting of Wu Fsai Yen - 11 min. color

From Renoir to Picasso - 32 min.

Non-Objective Art - 8 min. color

Painting and Drawing with Expression - 14 min. color - (Demonstrates basic techniques for teenagers)

Painting with Sand - 11 min.

The Reality of Karel Appel. 13 min. color (action painting to music)

Watercolor - 15 min. color

GRAPHICS

Ink and Rice Paper - 15 min. color (woodcuts)

Prints - 15 min. color (using found objects for printing)

FILMS (PRATT)

LINE

Lines Horizontal and Lines Vertical - 12 min. color

Mosaic - 6 min. color (combining vertical and horizontal lines so intersections appear as they move, divide, burst and change color.)

CRAFTS

Ceramic Art through the Ages - color

The Navajo Indian - 11 min. color (carding, dying, weaving rugs; silver ornaments)

Puppets - 15 min. color (How to make from inexpensive materials)

SCULPTURE

How to Look at a City - 29 min. (Discusses fundamental standards used by architects to judge the quality of a neighborhood - human scale, density, variety)

The Living Stone - 33 min. color (Eskimo carving of ivory, bones, and stone)

Masks - 12 min. color

RESOURCES

Paper Construction - 15 min. color

Paper Mache' - 15 min. color

TEXTURE

Discovering Creative Pattern - 10 min. color

COLOR

Discovering Color - 15 min. color

DRAWING

Crayon - 15 min.

Discovering Drawing and Painting - 10 min. color

Discovering Perspective - 15 min. color

The Drawings of Leonardo Da Vinci - 26 min. color

FILMSTRIPS

Lines. Curriculum Filmstrips, Richard Mfg. Co., Van Nuys, California.

Sculpture - A Timeless Expression in Form. A four filmstrip series:
1. A Portrait in Clay
2. Introduction to Sculpture
3. Sculpture in Ceramic Clay
4. Sculpture in Relief

Society for Visual Ed. Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.